ARKANSAS
ESEA Flexibility
Request

July 27, 2015

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 16 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to retain the benefits of ESEA flexibility, offered to State educational agencies under section 9401 of the Elementary and Secondary Education Act of 1965, as amended, and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0581. Note: Please do not return the completed ESEA Flexibility Renewal Request Form to this address.

TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

CONTENTS		PAGE
Cover Sheet for ESEA Flexibility Request		3
Waivers		4
Assurances		7
Consultation		10
Evaluation		12
Overview of SEA's Request for the ESEA Flexibility		13
Principle 1: College- and Career-Ready Expectations for All Students		
1.A	Adopt college-and career-ready standards	34
1.B	Transition to college- and career-ready standards	34
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	55
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support		
2.A	Develop and implement a State-based system of differentiated recognition, accountability, and support	57
2.B	Set ambitious but achievable annual measurable objectives	89
2.C	Reward schools	95
2.D	Priority schools	98
2.E	Focus schools	110
2.F	Provide incentives and supports for other Title I schools	136
2.G	Build SEA, LEA, and school capacity to improve student learning	148
Principle 3: Supporting Effective Instruction and Leadership		
3.A	Develop and adopt guidelines for local teacher and principal evaluation and support systems	155
3.B	Ensure LEAs implement teacher and principal evaluation and support systems	179

TABLE OF CONTENTS, CONTINUED

For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	1
2	Notice and information provided to the public regarding the request	3
2	Comments on request received from LEAs (if applicable)	5
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	76
	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	NA
14	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	184
	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	NA
	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable)	NA
	Table 2: Reward, Priority, and Focus Schools	In the Request
15	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	202
	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	
5	Establishment of Teacher Excellence and Support System	82
6	Establishment of School Leadership Coordinating Council	99
7	Common Core Strategic Plan	106
8	EL and SPDG Implementation Timeline	112
9	Common Core Guiding Coalition	119
10	CCSS Test and Assessment Explanations	120
11	CCSS Videos and Resource Material	123
12	CCSS Guide for Professional Development and Planning	127
13	Master Principal Program Incentives for High Need Schools	183
16	Arkansas School Recognition Program	210
17	Danielson's Framework for Teaching Evaluation Instrument	213
18	Teacher Evaluation Taskforce	329
19	Consultation Documents	333

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester:	Requester's Mailing Address:
Arkansas Department of Education	Four Capitol Mall Little Rock, AR 72201

State Contact for the ESEA Flexibility Request

Name: M. Annette Barnes

Position and Office: Assistant Commissioner, Division of Public School Accountability

Contact's Mailing Address:
Four Capitol Mall, Room 205-B
Little Rock, AR 72201

Telephone: 501 682-5891

Fax: 501 682-7966

Email address: annette.m.barnes@arkansas.gov

Chief State School Officer (Printed Name):	Telephone:
Mr. Johnny Key	501 682-4203
Signature of the Chief State School Officer:	**Date:**
X Johnny Key	7/27/2015

The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

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

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

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its

LEAs in order to serve any of the State's priority and focus school that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

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

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority

school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

☐ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.

☒ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☒ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority

and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 2)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☐ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☒ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Consultation

Since the announcement of the opportunity to seek ESEA Flexibility, the Arkansas Department of Education (ADE) has been busy gathering thoughts from teachers, school leaders, parents and the general public on measuring school and teacher effectiveness, rewarding school success and helping schools improve.

ADE took an aggressive approach to engage and obtain input from educators including teachers and their representatives, parents and the general public to inform the development of this application. The Department hosted five rounds (two meetings each day) of public open forums across the state to solicit feedback from educators and interested community members from November-December, 2011. These face-to-face meetings afforded opportunities to share information about proposed accountability redesign concepts and engage in meaningful dialogue with constituents.

Teachers and administrators participating in these meetings provided valuable input that was incorporated into the state's ESEA's flexibility request. They were primarily concerned about the training required to support teachers and administrators in the new Teacher Evaluation and Support System. Attendance at the ten meetings included the following:

98 students
22 parents
102 teachers
300 administrators
83 community members

At each meeting, ADE staff gave an overview of the Principles contained within the waiver request—college and career ready expectations for all students; state-developed systems for differentiated recognition, accountability and support; and support for effective instruction and leadership, including new legislation for teacher evaluation and support systems. Links to the ESEA Flexibility documents were shared at each meeting.

Notice of the meetings was provided in a commissioner's memo and posted on the ADE website (Attachment 1). In addition, a statewide press release notified media outlets of the dates, times and locations of the public forums (Attachment 2). Professional organizations—Arkansas Association of Educational Administrators (AAEA), Arkansas School Boards Associations (ASBA) and the Arkansas Education Association (AEA)—disseminated the notice among their members. Input was solicited from Native American leaders, the National Association for the Advancement of Colored People, special education community action groups, as well as schools and districts with high student populations of English Learners (ELs).

The ADE provided a public comment email address (ade.eseacomments@arkansas.gov) to seek ongoing input from all teachers, school administrators, parents and community members. In addition, all stakeholders had opportunity to submit comments through a statewide survey posted on the ADE website http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=515&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx. The survey yielded more than 200 respondents.

Arkansas also engaged stakeholders through a comprehensive approach that included a number of strategies to seek input and shape the creation of a next generation accountability system that fosters college and career readiness for all students. These included the core-working group, the stakeholder committee representing critical groups—civil rights, parents, business, educators and partner educational agencies—and the state's Committee of Practitioners. Students were also given an opportunity to weigh in during meetings at local high schools. A listing of the meetings and those in attendance is provided in Attachment 2.

The ADE's stakeholder engagement went beyond efforts mentioned above to include meetings with focus groups—Arkansas Association of Special Education Administrators, an advisory group of Arkansas school superintendents, the state's commission for closing the achievement gap (Attachment 23), civil rights groups and adult English language learners (Attachment 24). Additional information was presented at statewide meetings—Arkansas Association of Educational Administrators, Arkansas School Boards Association and Arkansas Education Association (Attachment 20). These presentations were disseminated with each professional organization's statewide membership. The public was afforded an opportunity for feedback through a statewide survey and a designated email address for the ESEA flexibility request.

The Commissioner's Superintendent Advisory Council was convened to share and discuss the draft plan. The conversation generated concerns about how to ensure students with disabilities (SWD) and ELs master the Common Core State Standards. ADE affirmed its commitment to working with key entities and organizations to ensure educators have the skills necessary to support learner-centered instruction for college and career readiness.

In addition, the State Board of Education conducted a weekend work session focused on the ESEA Flexibility application.

Some comments from stakeholders during our public meetings were:

"I appreciate the geographic locations of the hearings."

"I think a lot of these schools have languished…we can do a lot of things with consequences but until we set appropriate realistic goals for students and teachers to achieve…we are going to stay constantly frustrated by the results we get." *Brenda Gullett, Former State Board Member*

And, one we have tried to adhere to as this application was written:

"Be thoughtful as you work on this Flexibility request, especially in the areas of (a) communication to school employees and the public and (b) smoothness of transitional implementation."

ADE will continue its stakeholder engagement subsequent to approval of its ESEA Flexibility request. Staff will tour the state to educate schools and members of the public on changes being made to the state's accountability system. ADE will also produce online tutorials and videos to explain aspects of the new system. This effort will be aimed at teachers, principals, parents and members of the public with the goal of ensuring the legitimacy of the state's plan.

Of great importance will be the ongoing collaboration between Arkansas's current Commissioner of Education Johnny Key and the State Board of Education to continue the momentum the state is experiencing with the implementation of the Common Core State Standards defining the path to readiness for college, careers and informed citizenship.

Arkansas has continued its work through stakeholder engagement. The additional components in this renewal request have been ongoing since the initial approval of Arkansas's request. Feedback from numerous forums with the Superintendent's Advisory Council, Education Cooperative Directors, Committee of Practitioners, ACSIP Pilot Advisory Committee members and other stakeholders has been thoughtfully integrated into this requested renewal. Additionally, during the development of its Equitable Access to Excellence Educators Plan the ADE partnered with the South Central Comprehensive Center (SC3) at the University of Oklahoma and the Region VI Equity Assistance Center, the Intercultural Development and Research Association, and the South Central Collaborative for Equity (IDRA SCCE) to facilitate the Civil Rights Stakeholders Group meetings. Opening dialogue has occurred with Disability Rights Arkansas, Inc. and the ADE has been in consultation with SC3 to expand the work of engaging stakeholders to be more inclusive of civil rights organizations as well as those representing students with disabilities, English Learners, businesses, institutions of higher education and Indian tribes. The ADE will continue to receive input from these stakeholders as the transitions in assessment and accountability systems are taking shape under the guidance of the current leadership. (Attachment 19)
The flexibility requested in this application will help ensure improvement in this area.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and

appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Overview

The vision of the Arkansas Department of Education (ADE) is to provide an innovative, comprehensive education system focused on outcomes that ensure every student in Arkansas is prepared to succeed in post-secondary education and careers. To assist in achieving this vision, the adoption and implementation of Common Core State Standards (CCSS) and membership in the Partnership for Assessment of Readiness for College and Careers (PARCC) has played an integral role.

Arkansas defines college and career ready as, "The acquisition of the knowledge and skills a student needs to be successful in all future endeavors including credit-bearing, first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) or to embark successfully on a chosen career." The foundation that CCSS will provide clearly demonstrates the move toward having students master rigorous content at deeper levels through the use of problem-solving and critical thinking skills.

Former Commissioner of Education Dr. Tom Kimbrell led in the development of goals to move the state toward having all students ready for college and career. Ambitious goals were required to guide the work and provide the road map to high achieving learning communities. Most are closely tied to the requirements of the flexibility application and are as follows:

Goal 1: Learning Standards, Next Generation Assessments and Accountability
Provide resources, tools and services to districts and schools that support the implementation of the Common Core State Standards and a common assessment system.

- Analyze and share openly how districts spend money efficiently and effectively on strategies that ensure high levels of teaching and learning and result in enhanced and sustained student success.
- Create an accountability system that will integrate academic and operational performance

measures to yield data for determining how resources should be targeted, distributed and managed for increased and sustained student success.

Goal 2: Supporting Persistently Struggling Schools

Strengthen strategic initiatives that address graduation rates, achievement gaps and persistently struggling schools.

- Identify and promote effective early childhood, elementary, middle school and high school policies, practices and tools targeted to dropout prevention and recovery.
- Promote out-of-school learning opportunities for students who need additional time to learn and be successful.
- Identify alternative organizational structures to meet the needs of students left unmet by traditional school programs, structures and time frames.
- Identify persistently struggling schools and present districts with a focused number of options to be implemented for reform and innovation and develop a comprehensive monitoring system to support schools in their transformation work.
- Keep students engaged and on-track to graduation by increasing personalized support; ensuring multiple pathways are available to help students to stay on track academically and accelerate learning when appropriate; and using data to better identify and respond to those at-risk of failure in a more timely and effective manner.
- Assess and focus on the teaching of essential career skills for all students, such as knowing workplace expectations, coming to work on time and having a customer service orientation.
- Promote a culture of college and career readiness in Arkansas through rigorous and relevant course requirements.

Goal 3: Improving Educator Effectiveness

Enhance state, district and school leadership capacity and support for aligning Arkansas's education systems for early learners, K-12 students and postsecondary learners.

- Develop customizable tools that help leaders at the local level make well-informed decisions.
- Assist districts with technology integration that results in increased use and analysis of data that will inform and improve instruction.
- Identify, develop and disseminate exemplary recruitment, preparation, licensure, mentoring, supervision and evaluation practices.

Goal 4: Strengthening Stakeholder Partnerships

Deepen essential partnerships with stakeholders through ongoing communication that will result in enhanced educational opportunities for Arkansas students.

- Leverage partnerships to provide input, support and resources for key strategic initiatives of this plan.
- Cultivate relationships with child-serving agencies to maximize scarce resources, reduce duplication of efforts and provide a coherent set of services to children and families.
- Pursue grants to support the mission, vision and strategies of this plan.

By setting goals such as these, the state of Arkansas has made great progress in education over the past 20 years, moving from near the bottom of state comparisons to being ranked fifth in the nation this year according to *Education Week's Quality Counts* rankings (Attachment 3). However, we realize there is room for improvement, particularly in the area of student achievement. Analysis of statewide data and review of policy has revealed there are elements of accountability

present, but our desire is to ensure a more inclusive and consistent system of accountability for our state and its schools.

Arkansas has been known historically as a small state, burdened with high levels of poverty in its mainly rural population. The state has instituted many reforms, including the legislated consolidation of many small schools and districts over the past ten years. The majority of the schools in the state, however, still remain small and rural. Due to the size of these rural communities, many schools do not have a large student population, and thus many of their subpopulations do not meet the minimum number (N) that are examined and used for student achievement accountability for the current No Child Left Behind (NCLB) requirements. Our proposal would address those students currently not being identified as part of an at-risk group and ensure they become part of the subpopulation used for accountability purposes.

We believe all of the Principles contained in this Flexibility application will move us toward greater success in closing the achievement gap. For too long, segments of our student population have struggled to achieve at desired levels. Implementation of the CCSS is the vehicle to re-energize our focus on classroom instruction and this flexibility is a timely opportunity to move from a compliance mindset to a focus on long-term, continuous improvement. Work has begun to assist educators in this endeavor. Extensive statewide professional development and outreach for teachers, administrators and parents began in July 2011. A successful system of professional development delivery exists in our state through regional educational cooperatives, educational television network, live streaming and regional institutes. All components of this system are being employed for two-way communication as we implement these new standards.

The theory of action underlying this change process is pictured in Figure 1below. In the development of each of the Flexibility Principles, the steps of the hourglass were followed from bottom to top in order to provide a clear and cohesive plan based upon core values and beliefs.

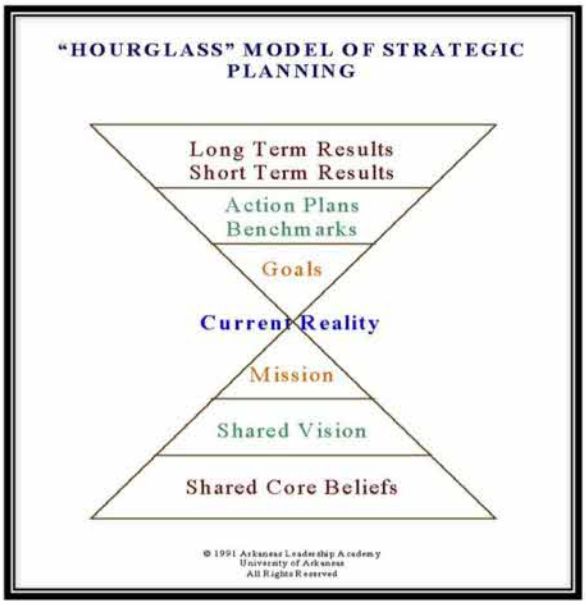


Figure 1. Theory of action for change.

Public regional meetings around the state indicated the majority of respondents believed the disaggregation of data under NCLB by subgroups has been positive, shedding new light on the issue of achievement gaps for historically underachieving groups. One gap that is clearly growing smaller is that of our Hispanic/EL subpopulation. Other subpopulations have increased in their achievement, but not at rates enabling the gap to close. According to assessment data, the current accountability system has enabled large achievement gaps to persist in our student population. For example, only 16 percent of schools meet the minimum number of special education students for accountability, when 96 percent of our schools have a subpopulation of special education students attending their school. This reveals a gap of 80 percent of our schools that are not being held accountable for the achievement of this subpopulation. This Flexibility request proposes to require schools to be accountable for all low-achieving students by examining all students as well as a targeted group based on their membership in historically underperforming subpopulations, thus requiring accountability for all students in their care. While each subpopulation would continue to be reported separately and still be used to trigger interventions and support, all would be included for accountability purposes and expected to meet proficiency and growth targets.

Significant advances in Arkansas's longitudinal data system and expanded interagency partnerships have enabled cross-agency data sharing and enriched Arkansas's available research and information for decision making across public preschool through postsecondary education systems. Arkansas was among the first states to meet 10 of the 10 essential elements of statewide longitudinal data systems outlined by the Data Quality Campaign. Further, Arkansas meets nine of the 10 actions to support effective data use and is on track to meet all 10 actions in the immediate future. Arkansas established the Arkansas Education to Employment Tracking and Trends Initiative (AEETT) among the ADE, Arkansas Department of Higher Education (ADHE) and the Arkansas Department of Workforce Services (ADWS) in 2009 to enable cross-agency data sharing and support research connecting P-20 leading indicators with postsecondary and career outcomes. The AEETT Initiative allows creation of detailed High School Feedback reports to inform Arkansas high schools regarding their students' preparation for successful postsecondary education and/or the workforce outcomes.

Additional projects enabled significant advances in Arkansas's longitudinal data system that enhanced the Teacher Student Data Link (TSDL) to promote effective use of data for local decision making. The Expand Enterprise Data Warehouse with Local Assessment Data and Teacher Student Link to Feed Data Visualization project, the Enterprise Architecture project, the Daily Roster Verification Pilot project, and Educator Data Integration project have expanded the longitudinal data system's architecture and capabilities necessary to support expanded district, school and classroom level data visualization and reporting tools. Pilot projects integrate classroom level assessment scores with summative and interim assessment scores for use with Arkansas's data visualization and reporting tools. This will enhance local and state-wide data-informed decision making as described throughout this ESEA Flexibility proposal. These advances in the P-20 longitudinal data system, coupled with changes to educator evaluation policy, position Arkansas to meet 10 of 10 *State Actions* recommended by the Data Quality Campaign as essential to linking data use to improved student achievement (Data Quality Campaign (DQC), 2011 *Ten State Actions to Ensure Effective Data Use.* Retrieved from http://www.dataqualitycampaign.org/build/actions). These state actions enable leaders at the state and local levels to connect professional development and credentialing decisions to leading

and outcome indicators including student growth and achievement outcomes.

Improvement of instructional leadership at all levels from classroom to boardroom is a primary focus in our state and is imperative with the move to CCSS. Extensive work by educators and other stakeholders under the direction of Charlotte Danielson and Doug Reeves resulted in establishing congruent and consistent teacher and administrator evaluations that are aligned with interventions and support. Educators around the state have already realized that implementation of CCSS, next-generation assessments, the development of tiered support systems, differentiation and their ability to have students ready for college and career will all reflect on their professional evaluations. Legislation in 2011 strengthened this effort and provided statutes to hold individuals, schools, and districts accountable for improvement of instructional practices, and ties student achievement results to evaluation outcomes (Attachment 5).

The interventions planned for Priority and Focus schools will also address improvement of instructional leadership and effective instructional practices. Our nationally recognized longitudinal data system has been utilized to identify schools that have been persistently low achieving. There is legislation already in place to address systemic leadership development and school support systems that will be instituted in Priority and Focus schools (Attachment 6). For all other schools, an extensive multi-tiered system of differentiated intervention and support exists to meet improvement needs. This is funded through a state grant and includes positive behavioral supports and strategies targeted toward closing the achievement gap. Streamlined digital access of support resources will be developed by the ADE and be online by Spring of 2013 for school and public access.

The combination of CCSS, next generation assessments, a focus on persistently low achieving schools and new professional evaluation systems will create a sense of urgency in the area of improving classroom instruction. Accountability for all of our state's student population will underscore the rationale for effective and efficient methods of ensuring both students and adults are continuous and high achieving learners. The simplified reporting system outlined in this Flexibility application combined with our longitudinal data system will enable educators and stakeholders to share in the ownership of improved student and adult learning, resulting in greater numbers of our children prepared for college and careers.

The Arkansas Department of Education (ADE) is committed to the vision of providing an innovative, comprehensive education system that insures all Arkansas students have the opportunity to learn and succeed in attaining college and career readiness (CCR) with the goal of entering the workforce prepared for productive citizenry. ESEA Flexibility has enabled the ADE to pursue this vision with a high degree of commitment coupled with responsiveness to state-specific issues that have impacted and continue to impact state and local learning systems.

Public schools in Arkansas have experienced unprecedented change in the past two decades as population has increased, demographics have shifted, and communities have grown or declined in response to rapidly changing policy and economic conditions. Arkansas's ESEA Flexibility Renewal Application provides the ADE with an opportunity to share evidence of successes and continued challenges as the ADE strives to be a responsive, integrated learning system designed to support continuous improvement for all of Arkansas's students.

Principle 1: College and Career Ready Expectations for All Students
In its 2012 ESEA Flexibility Proposal, ADE asserted its commitment to rigorous CCR standards and aligned, next-generation assessments by outlining a plan for transition to full implementation of the standards by the 2014-2015 school year.

Successes, Learning and Continued Challenges in Principle 1
Success

- Arkansas's public schools have transitioned instruction to align with the Common Core State Standards (CCSS) beginning with Grades K through 2 in 2011-2012, Grades 3 through 8 in 2012-2013, and Grades 9 through 12 in 2013-2014.

- By March 31st, the day this renewal is due, Arkansas schools will be half-way through the test administration window for the performance-based component of Arkansas's next-generation assessment. For the first time since the adoption of CCR aligned Standards in 2010 Arkansas's public school students are completing assessments fully aligned to the content standards for which they are receiving instruction.

- Over 5,000 Arkansas teachers and leaders were surveyed over the summer of 2013 regarding implementation of CCSS and changing instructional practice.

    - Ninety-one percent of principals and 74 percent of teachers indicated they believed the standards were more rigorous and raised expectations for student learning.
    - Ninety-one percent of teachers and 95 percent of leaders had participated in professional development on the CCSS to include incorporating instructional shifts into lesson planning, classroom instruction and assessment, and design of curriculum units.
    - Eighty-five percent of teachers felt completely or somewhat prepared to align instruction with the new standards. Forty-seven percent of teachers surveyed felt they had received adequate support for the transition in standards and instruction and 38 percent felt they had received comprehensive support. Eighty-nine percent of teachers indicated moderate to high confidence in their ability to align lesson plans and instruction to CCSS, and 81 percent indicated moderate to high confidence in aligning assessment and curriculum design with CCSS expectations.
    - Ninety-five percent of principals felt somewhat or completely prepared to support their teachers in aligning instruction. Fifty percent of principals felt their district leaders had adequately supported them to transition their schools and 40 percent felt they had comprehensive support from their district leaders.
    - Eighty percent of teachers surveyed indicated they had been observed and received feedback on how to more fully incorporate the new standards into instructional practice with some 52 percent receiving feedback four or more times during the year and 39 percent receiving feedback 2 to 3 times during the year.
    - Forty percent of principals surveyed indicated K-8 teachers' practices were somewhat aligned with CCSS. Twenty-eight percent of principals indicated their K-8 teachers were fully aligned with CCSS.
    - Eighty-seven to ninety-one percent of teachers surveyed correctly identified model instructional practices aligned with CCSS in literacy. Sixty-seven to ninety-three

percent of teachers surveyed correctly identified model instructional practices aligned with the CCSS shifts in mathematics.
  - Eighty-five percent of principals indicated they were creating more opportunities for teacher collaboration focused on CCSS implementation. Also, 75 percent indicated they were using classroom observations as opportunities to give feedback to teachers that reflects expectations under CCSS, 75 percent were ensuring curricular materials were aligned with new expectations, 75 percent were sharing resources and providing professional development opportunities to support teachers' implementation of new standards.
  - Eighty-one percent of leaders and 64 percent of teachers agreed or strongly agreed that new standards, next generation assessments, and the Teacher Excellence and Support System could be implemented as integrated components to continuously improve the instructional system in their schools.

- Equitable opportunity and access to rigorous CCR courses and instruction have been expanded and enhanced through the offering of online content through Virtual Arkansas http://virtualarkansas.org/ Virtual Arkansas is a partnership between the ADE and Arkansas Education Service Cooperatives to provide twenty-four hour a day, seven day a week access to high quality, rigorous instruction for a variety of courses. These courses are available to communities challenged with geographic isolation and challenged with scarce availability of qualified teachers for required courses.

The increased rigor of the standards and the enhanced characteristics of assessment items on the next generation assessments represent a new foundation from which Arkansas's LEAs will evaluate the progress of their continuous improvement efforts.

Learning

This ESEA Renewal opportunity presents itself at a critical time in this transition. Student level assessment results from 2015 will reflect students' readiness on CCR constructs rather than constructs assessed in previous assessments—Arkansas's Benchmark and End of Course Exams. These differences in the constructs assessed limit the comparability of students' prior state assessment scores to their performance on the next-generation assessments (PARCC in 2014-15). Thus, results from 2015 assessments will function as a baseline for LEAs and the ADE to evaluate the transition from Arkansas's state standards to more broadly comparable CCR standards.

The results of Arkansas students' Benchmark and End of Course Exams demonstrated an interesting trend over six years (three years prior to ESEA Flexibility and three years of ESEA Flexibility). In general, student performance on grade level standards steadily improved from 2009 through 2012 (Figure 2). The improvements in literacy and mathematics dipped in 2013 and 2014 concurrent with the implementation of new CCR standards in the tested grades.

- Literacy performance improved significantly in 2012 compared to prior years, and although schools demonstrated a dip in literacy, results are higher in 2014 than in 2011, the baseline for ESEA Flexibility.
- Students' mathematics scores show a larger drop in 2013 and 2014 which may represent specific and significant construct differences between CCR standards and Arkansas's prior standards in mathematics at particular grade levels.

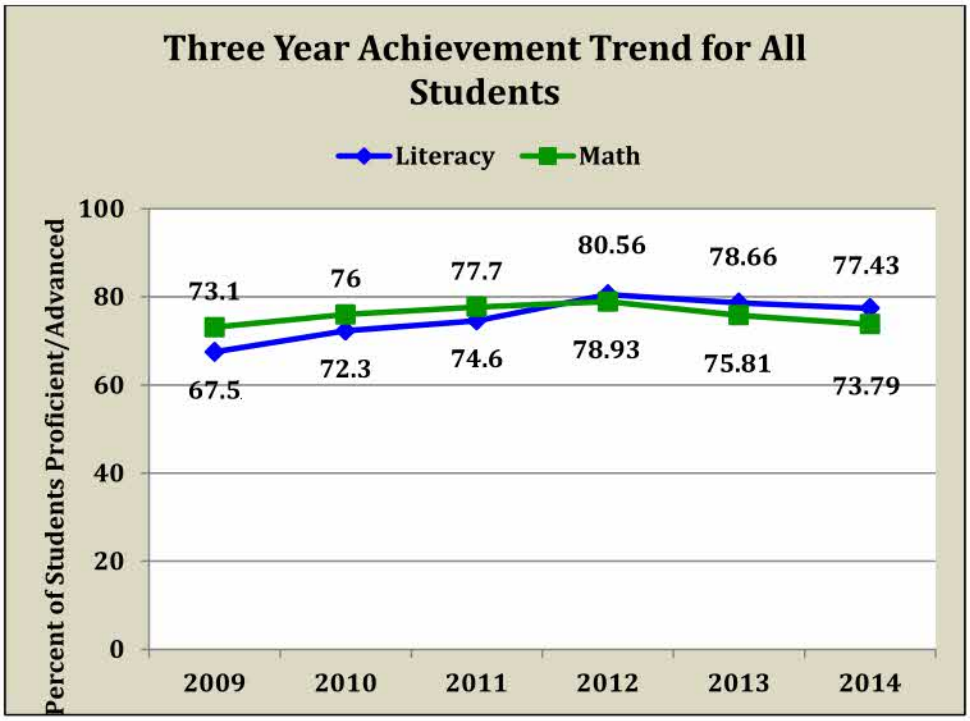


Figure 2. Three-year math and literacy achievement trends.

The ADE encouraged LEAs to examine the fidelity of their implementation of CCR standards, as well as the trends in their assessment results to inform their continuous improvement planning during this significant instructional and assessment transition.

Challenges

The transition to CCR standards and next-generation assessments has not been without challenges.

- Challenges were noted from the teacher and leader survey on CCSS implementation:
    - Overwhelmingly, teachers (72 percent) and leaders (69 percent) selected time constraints and their own limitations as the major obstacles to their efforts to consistently and successfully implement the new standards. Sixty-nine percent of principals indicated they felt their teachers' biggest obstacle to successful implementation was time.
    - Forty-nine percent of teachers and 43 percent of principals indicated students' prior knowledge was an obstacle to consistent and successful implementation of the new standards.
    - Almost half of all teachers and leaders surveyed indicated better and/or more aligned instructional and assessment resources were needed to support more successful implementation of the new standards.
- The timing of implementation of new standards three years in advance of assessments aligned to the standards has been a challenge for teachers and leaders trying to inform the effectiveness of their transition using student assessment data, particularly in mathematics where the shifts in grade level content create the greatest disparity in expectations between what is being taught and what is still tested. In some cases, teachers have felt compelled to align instruction to the new standards and still include units of instruction on the old

standards out of concern for how students' performance on the Benchmark and End of Course Exams may impact schools' accountability ratings as well as students' possible remediation/intervention plans.

- Ensuring students with special learning needs, English language learners (ELs), economically disadvantaged, and low achieving students access rigorous CCR expectations is an ever-present challenge that is made easier with appropriate tiered response systems. To expand educators' tool boxes of strategies for ensuring all students access rigorous CCR expectations the ADE is expanding its professional development in Response to Intervention to all schools in Arkansas starting in 2016 through 2020 (page 36).

Although Arkansas has encountered challenges in the implementation of CCR aligned standards and assessments, transition continues as the ADE, teachers, and leaders strive to meet the challenges.

Principle 2- Differentiated Accountability, Recognition, and Tiered Support System

In Arkansas's initial application for ESEA Flexibility, the ADE responded to stakeholder input by simplifying the accountability and reporting system with the goal of streamlining disparate state and federal accountability systems. ESEA Renewal will allow Arkansas to come closer to realizing the goal of a unitary, focused system of accountability, recognition, and tiered support informed by enhanced information systems and feedback loops (Figure 3).

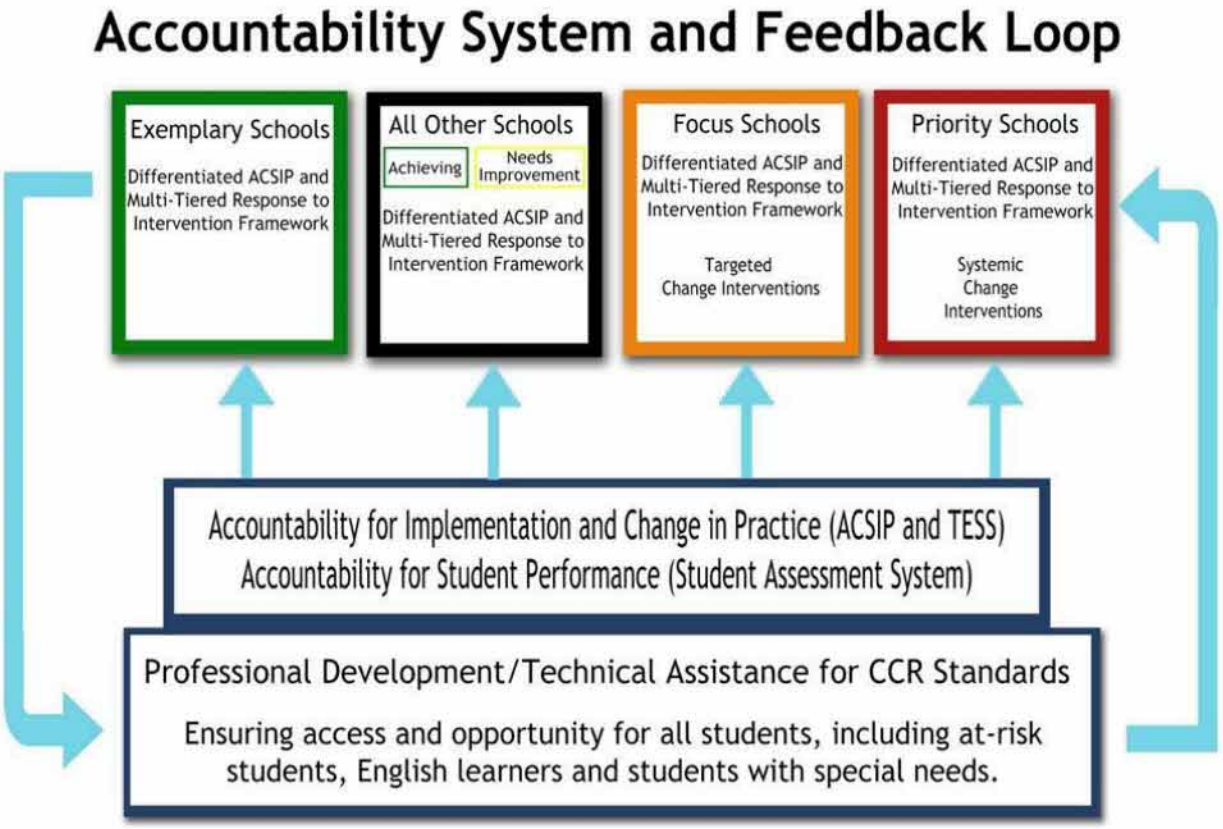


Figure 3. Differentiated Accountability and Feedback Loop

Successes, Learning and Continued Challenges in Principle 2

Success

Several notable accomplishments have resulted from the implementation of the Differentiated Accountability, Recognition, and Tiered Support System (DARTSS) since its approval in 2012. These include deeper integration of research and technology to support informed decision-making, increased coherence of the learning, assessment and accountability systems that support student learning and teacher effectiveness, and implementation of a letter grade school rating system that further differentiates schools strengths and challenges for parents and community stakeholders.

Arkansas's statewide longitudinal data systems have grown and matured into information systems that literally inform the day-to-day work of educators in Arkansas's schools, while supporting short- and long-term strategic learning and improvement. The Data Quality Campaign identified Arkansas as a leading state in its Data for Action 2014 report along with Kentucky and Delaware (http://dqc-staging.snapshotdev.com/your-states-progress/by-state/overview/).

- All schools in Arkansas have access to the Student GPS system which provides a secure dashboard that integrates local data with statewide information system data for informed decision-making https://adedata.arkansas.gov/sgps/. The Student GPS system facilitates day-to-day decision-making for leadership and instruction by providing leaders and teachers with relevant information on factors most related to actions for improving student learning.

- The ADE's data center (https://adedata.arkansas.gov/) provides a single location for all of the ADE's data systems, data tools, and reports for educators, policy makers, teachers, parents, school districts and others interested in official data. From this single location schools can access secure, private data as well as public reports across financial, instructional, and organizational areas to inform continuous improvement.

- These tools are also available to ADE leaders to inform their work with LEAs allowing ADE leaders to support continuous improvement functions as well as compliance and reporting functions.

With the enhancements to data access and reporting provided by its Research and Technology Division, the ADE is poised to elevate its role in supporting local learning systems and providing differentiated supports and interventions to LEAs by accelerating the pace of its organizational learning and its ability to inform continuous improvement and differentiate supports and interventions.

A comprehensive and coherent system results from intentional efforts to integrate across functional areas of an organization. For the ADE this translates to increased communication and collaboration among the Divisions of Learning Services (curriculum/instruction/assessment/professional development), Public School Accountability, and Educator Effectiveness and Licensure, as well as Research and Technology to achieve the vision of providing an innovative, comprehensive education system that insures all Arkansas students have the opportunity to learn and succeed in attaining college and career readiness (CCR) with the goal of entering the workforce prepared for productive citizenry.

- The ADE leadership team meets weekly to strategically plan and carryout actions within and across divisions to coordinate efforts to support the elements of Principles 1-3, and deal

with issues that intersect across divisions. Units within each division meet to cross-collaborate as they implement the work.

- Representatives from each of the divisions regularly attend the Teacher Evaluation Advisor Committee meetings and other advisory committee meetings to inform and receive feedback from stakeholders on issues at the intersection of student assessment, accountability, teacher/leader effectiveness, and the statewide system of support.
- The use of web-based collaboration software allows ADE leaders and staff to collaborate across distances, removing some of the barriers of travel time associated with supporting schools at geographic distances.

Arkansas's Differentiated Accountability, Recognition, and Tiered Support System (DARTSS) has matured since the 2012 proposal through data- and stakeholder-informed amendments. Through Flex Renewal the ADE proposes to refine the system further. These refinements are anchored in data and responsive to lessons learned by the ADE in early implementation of DARTSS, stakeholder feedback on DARTSS, and state statute.

- The creation of the Targeted Achievement Gap Group (TAGG) and the lowering of the minimum N to 25 students increased the percentage of schools accountable for and attending to the needs of students at risk for achieving CCR. Ninety-eight percent of Arkansas's schools have a TAGG that meets the minimum N for accountability.
- Publication of ESEA School and District Performance Reports ensured the performance of ESEA subgroups was not masked by use of the TAGG and that the needs of the students in these groups are identified and addressed through schools' continuous improvement plans (Figures 10 and 11 on pages 71-72).
- TAGG performance has improved relative to NonTAGG students, and ESEA subgroups have improved in performance, for the most part, relative to the 2011 baseline for ESEA subgroups (Figures 4-7).

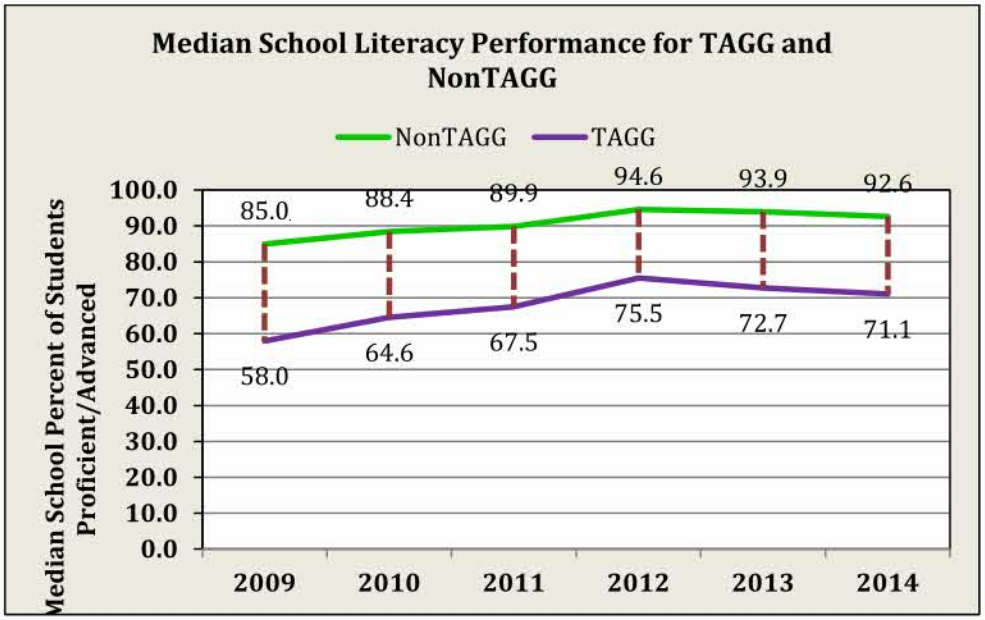


Figure 4. Literacy performance trend of NonTAGG and TAGG students.

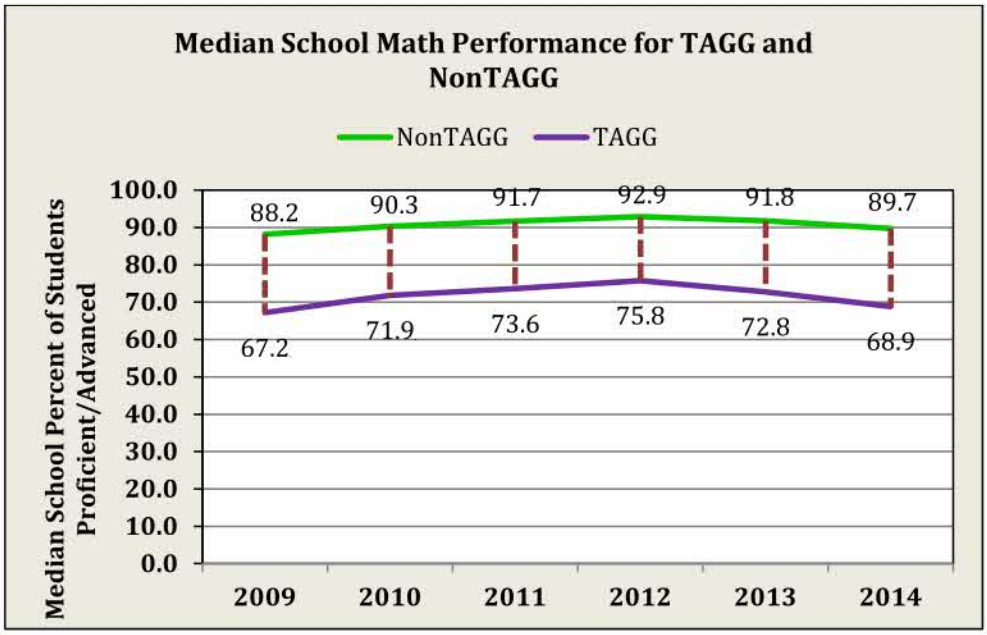


Figure 5. Math performance trend for NonTAGG and TAGG students.

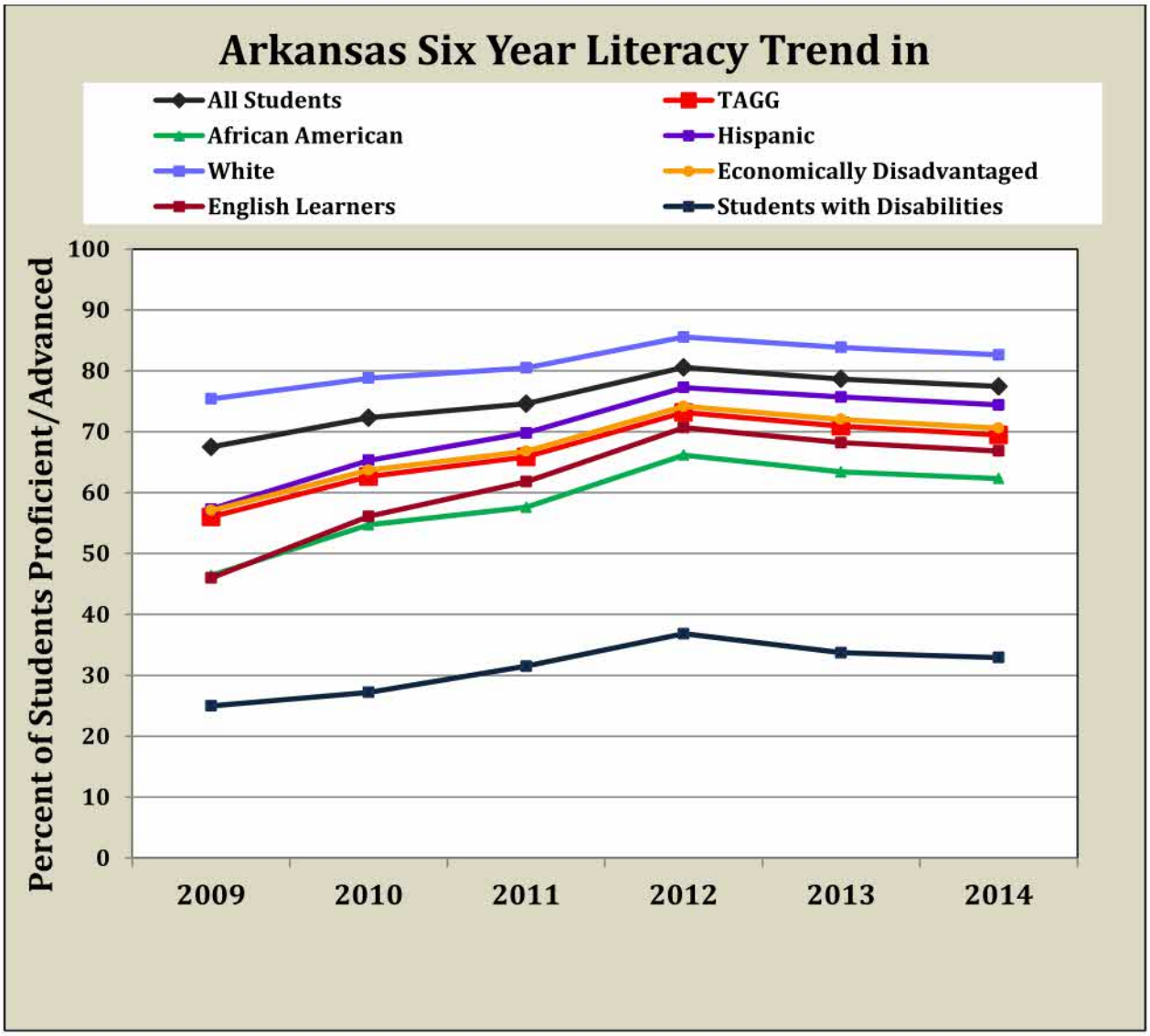


Figure 6. Literacy performance trends for students in ESEA subgroups, TAGG, and All Students.

- Note the literacy achievement gaps for ESEA subgroups demonstrate a trend of closing relative to the 2009, and even 2011 at the start of ESEA Flexibility, despite the transition challenges noted earlier. ELs and students with disabilities show the most narrowing of the gap.

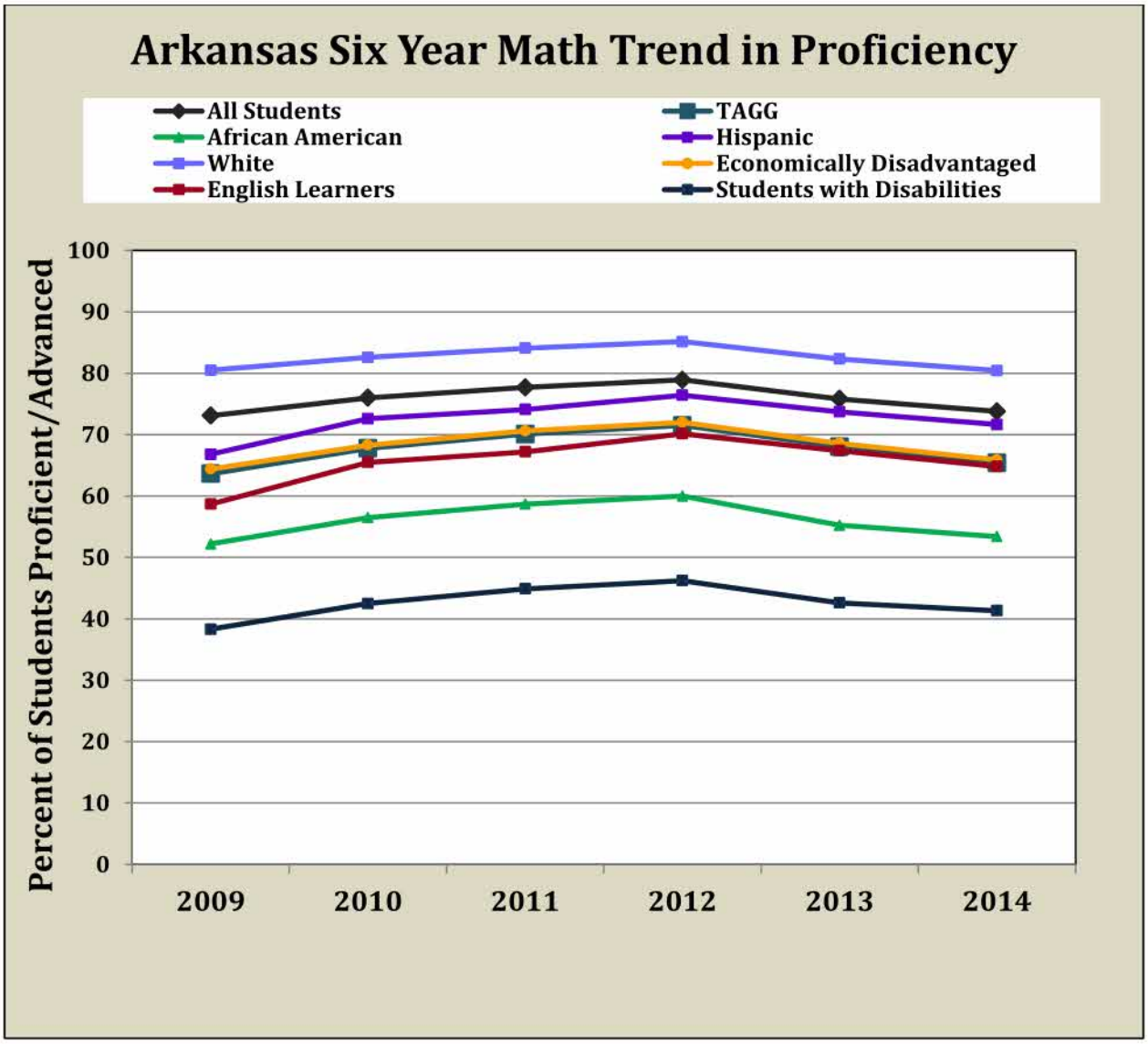


Figure 7. Literacy performance trends for students in ESEA subgroups, TAGG, and All Students.

- Note the math achievement gaps for ESEA subgroups demonstrate a slight narrowing relative to the 2009, and even 2011, at the start of ESEA Flexibility, despite the transition challenges noted earlier. ELs and students with disabilities show the most gap closure.

- Of the 48 schools identified as Priority Schools in 2011, 11 schools have been removed from the list—six schools have closed or reconfigured within their districts, four schools exited in 2013 and 1 school in 2014 by meeting their AMOs for two consecutive years. Comparing the performance of Priority Schools when they were identified in 2011 to how the remaining Priority Schools performed in 2014:
    - The mean literacy percent proficient for Priority schools has increased from 40.62 to 51.06 for the schools remaining in Priority Status, a meaningful increase that is well above chance given a 95% confidence band.

  - The mean math percent proficient for Priority Schools has remained relatively unchanged for the schools remaining in Priority Status (mean of 44.52 in 2014 compared to 43.41 in 2011). This difference is not at a significant or meaningful level.
  - Median graduation rate (four-year adjusted cohort rate) has improved to 76.67 percent in 2013 for these lowest performing schools compared to 72.04 percent in 2010.
- Of the 110 Focus schools identified in 2011, 25 schools have been removed from the list—15 schools met their AMOs for two consecutive years in 2013 and one school met its AMOs for two consecutive years in 2014. The remaining nine schools removed from the list were closed or reconfigured due to consolidation/annexation or grade level changes within a district.
  - Focus Schools' mean math and literacy performance gap decreased 8.23 percentage points from a high of 33.43 percentage points in 2011 to 25.20 percentage points in 2014.
  - Act 696 of the 2013 General Assembly created an A-F grading system requirement. The A-F determinations include attention to achievement gaps within schools, further drawing schools' and districts' attention to closing the achievement gap.

Learning

Prior to ESEA Flexibility, Arkansas's LEAs contended with federal and state accountability laws that had similar overarching goals yet somewhat divergent requirements; which resulted in school and district accountability systems classifying schools in sometimes different and confusing categories in terms of student performance and growth. School and LEA designations under ESEA Flexibility allowed the ADE to simplify federal accountability designations in response to stakeholder feedback, and to respond to state-specific needs for differentiating intervention and support through its plans for Priority, Focus and all other Title I schools.

When Act 696—an Act to clarify for parents the public school rating system--was passed during the 2013 Arkansas General Assembly the ADE had an opportunity to further the goal of a unitary, focused system of accountability, recognition, and tiered support. Using statewide data from Arkansas's enhanced data and information systems, the ADE responded to stakeholders' requests to model the data for requested components for inclusion in schools' Letter Grade determination. ADE used an iterative modeling and reporting process to engage stakeholders in determining components to include in school letter grades, and to winnow stakeholders' suggestions to four salient components aligned to experts' suggested criteria for rating schools (Education Commission of the States, 2014).

After twelve months of meeting with stakeholders to share results and solicit feedback, the ADE put forth suggested rules to the State Board of Education for public comment. The resulting A – F letter grades provide a score that combines a weighted performance component, a growth and/or improvement component, graduation rate for high schools and an adjustment for the size of achievement gaps. Arkansas's A-F School Rating rules integrate an improvement requirement that mirrors several components of Arkansas's approved DARTSS. ***The A-F School Rating is not included in this ESEA Flexibility Renewal application.*** However, it is important to note that the ADE garnered invaluable stakeholder feedback and accountability modeling through the development process that resulted in the state's A-F Rating System. The information learned

through Arkansas's process continues to inform future iterations toward an increasingly unified state and federal accountability system. Notably, schools that are meeting AMOs for DARTSS are, by design, reducing achievement gaps, improving performance and growth, and concomitantly improving their potential A-F School Rating. ***Thus, schools can focus on improvement to benefit both state and federal accountability ratings rather than focusing on two completely disparate systems.*** (Attachment 19)

An important challenge for ADE is the transition of accountability given the transition to next-generation assessments aligned to rigorous CCR standards. The ADE is proposing phasing in full implementation of all components of status determination after pausing in 2015. Details are provided in Section 2.A on page 57.

P3- Teacher and Principal Evaluation Systems

Success

Arkansas's teacher evaluation system (based on Danielson's model) was carefully designed to balance the need for statewide consistency with local district autonomy. Arkansas will continue with statewide implementation of the state evaluation rubric, Danielson's Framework for Teaching, during the 2014-2015 school year. All administrators who evaluate teachers have completed the Teachscape Proficiency Assessment. The state will continue to require training and credentialing for proficiency in the system of evaluation.

- The state has allocated numerous resources to ensure evaluators have the necessary knowledge and skills to evaluate all teachers in a fair, consistent, and valid manner. The state has also provided other trainings to support administrators so the primary purpose of the evaluation system is not lost, the primary purpose being a formative process to improve professional practice, thereby, improving student learning. A host of training modules, materials, and supporting documentation for TESS implementation are available at http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness .
- As additional support, the state has purchased an electronic observation and data system from BloomBoard, to assist administrators and teachers with the transparency and management of data. While training everyone on the details of the system is important, a concerted effort to emphasize the formative process has been a focus so the evaluation system does not become what the state has had in the past, a system of compliance. To this end, the state has focused training on coaching and calibration of evaluators to ensure evaluators can host conversations that lead to productive feedback and to prevent a rating "drift."
- Teacher level measures of student growth have been calculated for all teachers for 2012, 2013, and 2014 assessments, and made available to teachers and leaders through a secure portal on the ADE Data Center under Student Ordinal Assessment Rank (SOAR) data portal at https://adedata.arkansas.gov/

Learning

As the teacher evaluation system has been operationalized, rules for implementation guide the process. Staff from the ADE have been meeting with a Teacher Evaluation Advisory Committee (TEAC) since September 2012. Members of the TEAC are teachers, district level administrators,

building level administrators, representatives from various educational organizations, and the business community. The TEAC has met regularly, and ADE staff has provided research and collaborated with the Arkansas Research Center and Office for Innovations in Education to provide modeled data sets under consideration as measures for student growth.

- In developing rules for implementation, the ADE (with the input of the TEAC and Administrator Advisory Committees) determined that effectiveness ratings are rated based on two parts: professional practice and student growth. Annually, educators receive an overall rating, a combination of the two parts, Professional Practice Ratings and Student Growth. Professional practice ratings are determined based on the educator's observed performance, rated according to the state's adopted framework for evaluating performance rubric and also on evidence of how the educator's practice impacts students as evidenced by progress on the educator's professional growth plan and artifacts to demonstrate student progress/growth. This rating is established as a "soft" rating each year prior to the availability of student assessment data or other criteria determined to measure growth.
- In the event that a teacher receives strong professional practice ratings and demonstrates a low impact on student learning, it is expected that the teacher's PGP will address this discrepancy and its root causes. Persistently low student growth will result in a lower teacher effectiveness rating. For example, teachers rated as Proficient, rather than Distinguished, due to low growth of his/her students will be rated as Basic if the low growth of his/her students persists over multiple years as indicated in the Rules for TESS. Likewise, teachers rated as *Proficient* or *Basic* may have their rating reduced to a lower level of teacher effectiveness in the event their students demonstrate persistent low growth (a level below the threshold for multiple years).
- Performance ratings are the catalyst to engage educators in the process of continuous professional improvement as formalized in the educators' PGP. The *Framework for Teaching's* detailed performance descriptors provide guidance to the educator and evaluator for formulating goals within the PGP, enhancing the understanding of evaluators and educators in the evidence required to demonstrate proficient and distinguished practice. Differentiated PGPs reflect the differentiated professional growth needs of educators and allow districts and schools to provide resources and supports based on the differentiated PGPs. For example, educators receiving a rating of Basic for a category are required to address the professional learning needs identified within the category. Each educator must dedicate one-half of the professional development hours required by law or rule to professional learning in the educator's content area, instructional strategies applicable to the educator's content area or the educator's identified needs from summative evaluation and interim appraisals. Teachers in Intensive Support Status must use all professional development hours required by rule or law to address identified needs. Evaluators use teachers' performance ratings that are not Proficient or Distinguished as areas for growth when performing formative observations as part of the interim appraisal process. Formative observations are critical in the evaluator's role of monitoring the teacher's professional growth and helping guide professional development decisions.
- The interim appraisal process is designed to provide teachers with meaningful feedback, targeted professional development activities, and multiple opportunities for self-reflection of practice. The interim appraisal allows teachers to focus on areas of weakness identified in previous summative evaluations. Additionally, the interim appraisal focuses on student learning results and growth every year. During this process, principals continue to observe all teachers, but with a more targeted focus. Each year, principals facilitate conversations with

teachers based on their individualized professional growth plans. Teachers have input in their growth plans; however, the principal has final approval on the content, based on identified areas. During the interim process, teachers receive feedback and coaching from peer teachers and instructional facilitators.

- In cases where educators require intensive support to improve their practice TESS provides a timeline for intervention of no more than two semesters unless the educator has demonstrated significant progress within that time period. Evaluators shall notify the superintendent of an educator in Intensive Support Status who does not accomplish the goals and complete the tasks established for the Intensive Support Status during the given period. Upon review and approval of the documentation, the superintendent shall recommend termination or non-renewal of the teacher's contract.

Multiple measures for supporting convergent validity of teacher effectiveness and producing reliable ratings are required in TESS. The post-observation conference includes presentation of artifacts and external assessment measures that provide evidence of student growth (Ark. Ann. Code § 6-17-2804 (7). In the 2013 legislative session, the half of the artifacts language was removed to help clarify the operationalization of the system. Since Arkansas is using a trigger method to determine the impact of student growth on an educator's rating, that language was very confusing and made it difficult to integrate with the trigger system. The artifacts listed below may be used to support the professional practice ratings OR used for future pre/post measures for SLOs/SGOs. Artifacts that provide clear, concise, evidentiary data to improve student achievement, growth, and demonstrate high levels of performance in professional practice may include one or more of the following:
Lesson plans or pacing guides aligned with the standards;

- Self-directed or collaborative research approved by the evaluator;
- Participation in professional development;
- Contributions to parent, community or professional meetings;
- Classroom assessments including samples of student work, portfolios, writing, projects, unit tests, pre/post assessments and classroom-based formative assessments;
- District-level assessments including formative assessments, grade or subject level assessments, department level assessments and common assessments; and
- National assessments including AP assessments, NRTs and career and technical assessments.

Student growth for inclusion in the educator's annual overall rating will be measured by the educator meeting an established threshold for growth, based on their students' growth/progress on state assessments or other approved criteria. The state expects to add additional growth measures in the future as assessment decisions are finalized.

Challenges

ADE proposes that one option for the inclusion of Student Growth to be incorporated into a teacher's final summative rating by assigning a "SOAR" (Student Ordinal Achievement Ranking) value. SOAR values are based on an SGP-like calculation model. A teacher's rating will be based on the median value of his/her students' SOAR values, based on math or literacy assessment data. Arkansas has a "trigger" model for the inclusion of growth. A teacher who does not meet the threshold for growth the first year cannot be rated Distinguished. If a teacher does not meet the threshold for growth for the second consecutive year, his/her overall rating will be lowered one level. The threshold for growth has been set at a SOAR value of 30.

- While the growth threshold is currently established at a growth percentile of 30, the number was not chosen arbitrarily. To determine the threshold, the "trigger" point at which an educator's rating is impacted, the TEAC committee analyzed data modeled by the Arkansas Research Center. A growth to standard model was run concurrently with the SOAR ranking model to determine the impact of teachers who had students scoring below the 30th percentile. Data showed that a teacher with a SOAR value of 30 or below had over half of his/her students showing negative gains in terms of expected growth toward a proficiency standard.
- The ADE seeks to continue this process in the future, using this criterion to re-establish the threshold each year based on student progress on future assessments. This represents a challenge since the properties of the scores on the new assessments have yet to be analyzed for this use, and growth will not be available until the second year of administration. Given compatible properties, the threshold will be reevaluated with the new scores and applied to both teacher and administrator evaluations. The growth for principals will be based on a school SOAR value, depicting the impact of success for all students within the school.

Teacher median SOAR values for 2014 are illustrated in Figure 8.

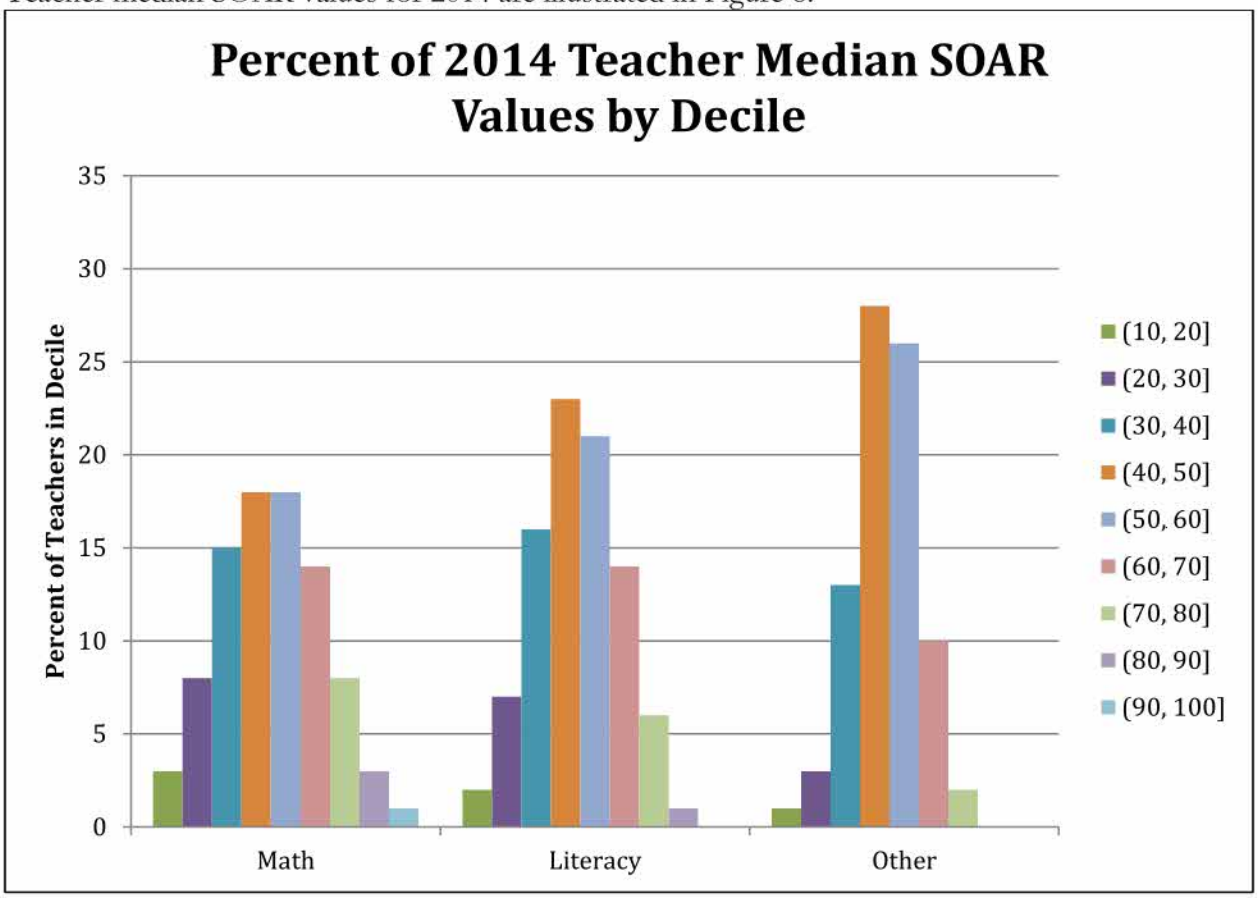


Figure 8. Teacher median SOAR values for 2014.

- Another challenge for incorporating student growth into teacher ratings has been the frequency of teachers with fewer than 10 students, falling below the stability N for use of SOAR (Table 1).

Table 1. Number and Percent of Teachers with Fewer than 10 Students for SOAR

Test & Grade	Number of Math Teachers Student N < 10	Test & Grade	Number of Literacy Teachers Student N < 10
ITBS		**ITBS**	
Grade 2	16% (308)	Grade 2	11% (214)
Benchmark		**Benchmark**	
Grade 3	12% (196)	Grade 3	15% (259)
Grade 4	17% (229)	Grade 4	19% (281)
Grade 5	21% (227)	Grade 5	21% (259)
Grade 6	29%(247)	Grade 6	28% (270)
Grade 7	34% (272)	Grade 7	33% (283)
Grade 8	41% (338)	Grade 8	35% (292)
Algebra			
Grade 8	18% (44)		
Grade 9	23% (133)		
Geometry			
Grade 9	45% (142)		
Grade 10	47% (387)		
All Test Groups	13% (1099)	All Grades	10% (772)

The distribution of teacher median SOAR values would lend itself to establishing low, expected and high growth to provide more information for teachers. Multiple years of teacher median SOAR values demonstrate similar properties for establishing expectations (Table 2).

Table 2. Median SOAR Values for Various Percentiles Within the State Distribution

Year	Subject	N	MEAN	STD	5th %ile SOAR	10th %ile SOAR	11th %ile SOAR	12th %ile SOAR	13th %ile SOAR	14th %ile SOAR	15th %ile SOAR	18th %ile SOAR	20th %ile SOAR	25th %ile SOAR	50th %ile SOAR	75th %ile SOAR	80th %ile SOAR	85th %ile SOAR
2014	Math	7270	50.5	16.9	23.0	28.5	29.0	30.0	31.0	31.5	32.5	34.0	35.5	38.0	50.0	62.5	65.5	69.0
2013	Math	4005	50.7	15.9	24.5	30.0	31.0	31.5	32.0	33.0	33.5	36.0	37.0	39.5	51.0	61.5	64.8	67.5
2012	Math	4127	50.3	16.2	23.0	29.0	30.0	31.0	32.0	32.0	33.0	35.0	36.5	39.0	50.5	61.5	64.0	68.0
2014	Literacy	16973	49.5	12.7	28.5	33.0	34.0	34.5	35.0	36.0	36.5	38.0	39.0	41.0	49.0	58.0	60.0	62.0
2013	Literacy	3628	50.7	13.5	28.5	33.0	34.0	35.0	35.5	36.0	37.0	38.0	39.0	41.0	50.5	60.0	62.5	65.0
2012	Literacy	3698	50.3	13.7	27.5	32.5	33.0	34.0	34.5	35.0	36.0	38.0	38.5	41.0	50.5	59.5	62.0	64.0
2014	All Subjects	24243	49.8	14.1	27.0	32.0	32.5	33.0	34.0	34.5	35.0	37.0	38.0	40.5	49.5	59.0	61.0	64.0
2013	All Subjects	7633	50.7	14.8	26.5	31.5	32.5	33.0	34.0	34.5	35.0	37.0	38.0	40.0	50.5	61.0	63.5	66.0
2012	All Subjects	7825	50.3	15.0	25.0	30.5	31.5	32.0	33.0	34.0	34.5	36.5	37.5	40.0	50.5	60.5	63.0	66.0

ADE plans to continue to implement the teacher and leader evaluation systems as detailed with additional decisions outlined in amendments. Given the transition to next generation assessments and the transition challenges outlined in Principal 2.b. of this ESEA Flexibility Renewal, growth scores for teacher and leader development will need to be revisited in 2015-2016 once the assessment scale has been developed and growth metric options made available by the assessment company.

PRINCIPLE 1: COLLEGE – AND CARREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. ***i.*** Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. ***i.*** Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. ***ii.*** Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level.

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Overview

The goal of Common Core State Standards (CCSS) is to prepare children to compete in a global environment. This begins and ends with college and career readiness. In an ethnically diverse state where more than half of our students are economically disadvantaged (60.0 percent), education is the ticket to a better life.

Arkansas participated early and eagerly in the development of CCSS, initially under the leadership of former Arkansas Commissioner of Education Dr. Ken James. In 2009, he

chaired the Council of Chief State School Officers (CCSSO), as thoughtful conversation about shared standards turned to carefully crafting them. Current Commissioner Johnny Key energetically continues the commitment to embed the standards in our state's education ethic and practice.

These internationally benchmarked standards reflect college and career readiness (CCR) expectations that, by design, equip our students with the skills needed to be successful after graduating from our high schools—a focus for the Arkansas Department of Education (ADE), and an economic necessity for our state. The Arkansas State Board of Education strongly supported the initiative and formally adopted the CCSS in July 2010 (Attachment 4), thus proving Arkansas's commitment to making sure our students are prepared for college, careers and life.

Arkansas played a role in the development and review of the CCSS to ensure the new standards were as solid as the state's former standards. Arkansas served as a governing state in the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium.

The CCR expectations set forth by the adoption of the CCSS require Arkansas educators to focus on all students, including those who do not speak English as a first language and those with special learning needs. Arkansas's expectation for their inclusion is evidenced by and captured in our vision for CCR aligned instruction in all Arkansas schools, which is a part of our Strategic Plan for the Implementation of CCSS (Attachment 7). This vision reads, "All students in every Arkansas classroom will be engaged daily in rigorous learning experiences that build on students' talents, challenge their skills and understandings, and develop their ability to reason, problem solve, collaborate and communicate. Students will monitor their learning and direct their thinking to become productive and contributing team members. Students will grapple with complex texts and problems, construct viable arguments and persist until solutions are identified and substantiated. Through these learning experiences, students will be confident in their preparation for success in their post-school lives, including college and career."

This vision sets high standards for our students and forced educators to examine the practices they use each day in their classrooms across our state so they are ensuring all students experience learning at this level. The full implementation of the new Teacher Excellence and Support System (TESS) and CCSS have occured simultaneously in our state with purposeful connections created to support effective instruction for all students.

Arkansas has made a great deal of progress over the past several years on developing robust student-level longitudinal data systems that can track individual student progress from pre-kindergarten through 12th grade and into postsecondary education. In 2009 Arkansas was recognized for its exemplary longitudinal data system, which satisfies all ten essential Data Quality Campaign elements. These systems provide better information for policymakers and educators about student and system performance at the school, district and state levels. In examining the state's data it is evident achievement gaps exist for many of our student subpopulations. The proposed accountability system outlined in Principle 2 will demonstrate a greater focus on at-risk student groups and ensure accountability for decreasing the achievement gap.

Implementation

The ADE transitioned to CCR aligned standards starting with Grades K-2 in 2011-2012 and completed transition of all grades in full implementation of CCSS during the 2013-2014 school year. Specifics of our alignment efforts, work to ensure that ELs and SWD are able to fully access the CCSS, our comprehensive plan for providing teachers and principals with ongoing professional development and support, and more, are outlined below.

Alignment

Following the adoption of the CCSS, the ADE brought together educators from across the state to perform an alignment analysis of the Arkansas Mathematics Curriculum Framework and English Language Arts Curriculum Framework to the CCSS. This work was completed by a committee of educators that included teachers at all grade levels, math and English language arts specialists, other content area specialists, including ELs and special education and faculty from institutions of higher education. To accomplish this work, the committees used the Common Core Comparison Tool created by Achieve to assist in determining the relationship between state standards and the CCSS documents. After this work, the ADE published these crosswalks to illustrate the results of this alignment analysis for Arkansas educators to use in the development of their local curriculum.

Arkansas's current work to support college and career readiness through rigorous standards may be viewed on our website at http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/common-core-state-standards.

Special Populations

Ensuring students with disabilities (SWD), English language learners (ELs), economically disadvantaged, and low achieving students access rigorous CCR expectations is an ever-present challenge that is made easier with appropriate tiered response systems. To expand educators' tool boxes of strategies for ensuring all students access rigorous CCR expectations, the ADE is expanding its professional development in Response to Intervention to all schools in Arkansas starting in 2016 through 2020.

Response to Intervention (RTI) is an educational framework designed to identify students who may be at risk for learning or behavior challenges, offer support, and monitor progress (United States Department of Education, Office of Special Education Programs, 2010). RTI is a systematic approach to assist all struggling students—not just special education students. Core curricula developed at the local level and instructional strategies implemented in the classroom serve as the foundation for RTI. The RTI framework includes several components: screening and progress monitoring, formative and summative assessment, and data-based decision making. The fourth component is a three-tiered system of supports. The three-tiered system of supports encompasses core instruction; supplemental, small-group instruction; and specialized, individualized instruction.

A newly-developed system for Arkansas (RTI Arkansas) uses the multi-tiered system and frames it with the other three components. This integrates the system of supports with assessments; building upon the previous work done through the first SPDG grant.

The expectation is that most students, at least 80 percent, will benefit from Tier I instruction, which uses well-differentiated instruction in the core curriculum. Tier II is the second level. Approximately 10–15 percent of students are expected to need the supplemental, small-group instruction of Tier II to benefit from the core instruction and curriculum. Tier III includes specialized, individualized instruction for students with intensive needs. It typically involves small group and/or one-on-one instruction of one to three students who are significantly behind their peers.

Decisions regarding student participation in both Tier II and Tier III are made on a case-by-case basis according to student need. What is necessary to remember for all tiers is that they are flexible. Students may move from one tier to another and back again, depending on their response to the intervention and their progress.

Focusing on how RTI Arkansas will serve students is vital to collective commitment and successful implementation. It's important to understand that RTI Arkansas

- Offers a preventative system of support, rather than a single program;
- Provides a continuum of services, not a lone intervention;
- Focuses on effective, differentiated instruction in the general education classroom, rather than on pre-referral strategies specific to special education; and
- Calls for collaborative effort throughout the district and school to provide immediate instructional and behavioral support to students, as opposed to individual teacher, classroom, or out-of-the-classroom service.

RTI Arkansas has the potential to improve access to CCR standards for all students and to mitigate the nagging achievement gaps. With RTI, schools will have the means to maximize student achievement and reduce behavior and attendance issues by identifying the needs of students and providing services early, as well as assessing and monitoring students effectively and with fidelity. And, because RTI is not a special education initiative, its structure targets improved academic experiences for all students, including at-risk students, culturally-diverse students, students with language differences, and students with disabilities.

This general education initiative calls for collaboration among administration, special- and general-education teachers, specialists, and other education professionals to diligently screen, effectively instruct, immediately intervene, and continuously monitor for maximum student achievement. To realize this potential, Arkansas RTI will include specific professional development support.

RTI Arkansas consists of several professional development modules that can be used for small or large group discussions regarding components of RTI. The modules are located on the AETN Ideas portal with additional resources and a facilitator's guide to assist in the delivery of professional development.

- Module 1: Overview of RTI is completed and ready for schools to use in developing the conceptual knowledge of an effective RTI program. The next two modules will be completed by August.
- Module 2: Leadership is aimed at equipping Arkansas administrators with the skills to lead an RTI program within their district or school.
- Module 3: Multi-tiered System of Support- Handbook is designed for the RTI team to

identify, organize and assess their current practices regarding instruction and intervention.

- Additional modules will be completed in the fall of 2015 to continue to support schools in the implementation of an effective response to intervention.

Special Education

The goal of CCSS is to ensure all students are prepared for college, careers and life. SWDs are no exception. One tool to assist in the effort of preparing and supporting teachers of SWDs is the program funded through the State Personnel Development Grant (SPDG). This is a multi-tiered response to intervention framework that facilitates high-quality core instruction for ELs, SWDs and other students as identified.

During the transition to college-and-career-ready standards, a large portion of our professional development for all educators focused on technology innovations and the Universal Design for Learning (UDL) principles. Assessment items adhered to the UDL principles so they are accessible to all students, to the greatest extent possible, without adaptation or specialized design. This training has been an essential component in providing opportunity for all students, including those with disabilities, ELs, and low-achieving students to achieve success. Arkansas is in the writing process of submitting a new grant application for the State Personnel Development Grant (SPDG). This grant continues to build on the work that began with the last SPDG grant by developing personnel to establish Response to Intervention systems within the schools.

In addition, coaching assistance will be provided for the Little Rock School District schools in Priority, Focus or Needs Improvement status. The rest of the state will benefit, if awarded the grant, in a statewide multi-level of support system model. Training will be sustainable as it will be developed through online modules designed with the assistance of the Arkansas Cooperative specialists and Academic Institute of Research. The educational cooperatives will be trained to deliver the online modules or provide assistance to support those schools not directly receiving coaching services from the grant.

English Learners

Immigration's impact is often seen first in the classroom. Arkansas's student population has become increasingly more diverse with the state ranking 24th in the nation in terms of diversity. In 1987, the diversity index for Arkansas was 38 percent; in 2006 that increased to 49 percent and continues to rise. (*NCES.gov, National Center for Education Statistics*).

Current assessment, data collection and accountability goals for ELs were reviewed for needed changes to transition to CCSS. As members of the PARCC consortium, the state accessed resources, materials and assessments in alignment with ELs linguistic demands. Separate English Language Proficiency standards have been developed by several national consortia, and were reviewed and vetted by a statewide ESL stakeholder committee of practitioners which made a recommendation to the Arkansas Board of Education for adoption in March, 2014. The new English Language Proficiency standards were implemented during the 2014-15 school year. Assessment systems used to measure EL progress against the standards and accountability benchmarks for both English fluency and core content for ELs include the PARCC in 2014-2015 (core content) and 2015-2016 (ELPA21). To date, Arkansas has met Annual Measurement

Achievement Objectives measuring progress and success in reaching English fluency goals for ELs.

Economically Disadvantaged and Low-achieving Students

The planned RTI professional development will serve all students who have factors that put them at risk of not accessing or achieving CCR standards. The multi-level system of support, promoted through the professional development, is designed to provide a structure and tools for schools to implement universal screening to ensure all students that need intervention or support are identified early in the school year. As students' needs are identified and differentiated, individual plans will be developed to include specific interventions or support based on identified needs. Progress monitoring and benchmarking will provide additional data points for teachers and leaders to ensure students are receiving the appropriate level of support and/or challenge to maximize their potential for accessing grade level CCR standards.

In addition, Arkansas is a member of the State Collaborative on Assessment and Student Standards Assessing Special Education Students (SCASS ASES) and the English Language Learner (ELL) SCASS. Both collaboratives address the inclusion of SWD and ELs in large-scale standards, assessments and accountability systems. The shared efforts of state education personnel, associate members, and partners to improve educational performance of SWD and ELs are further enhanced through shared understanding, policy guidance, research activities and professional development.

Committees of Arkansas educators are worked to design a literacy tool that addresses the skills, understanding and success criteria as required by the rigor of CCSS ELA. Educators identified critical target areas and wrote examples of interventions and/or scaffolds for supporting ELs, SWDs, economically disadvantaged and/or low achieving students during core instruction. The literacy tool is available online and extensive professional development are available to general education teachers and teachers of ELs and SWDs.

Finally, the ADE will direct more comprehensive communication to districts and schools recommending that Title I, EL, and SWD teachers collaborate with general education teachers throughout the implementation of CCSS. Professional development, as noted in the strategic plan, is appropriate for all educators and focuses on the core instruction of CCSS.

Outreach and Dissemination

ADE began the awareness phase of implementation of the CCSS during the 2010-2011 school year. Videos posted on the ADE website, presentations to boards and educators across the state and professional development offerings were some of the approaches used to begin discussions in our state about the new standards. ADE has also engaged the Arkansas Department of Career Education and the Arkansas Department of Higher Education in meetings to discuss the intentions of CCSS and to plan for its implementation, and has shared the stage with both groups in an effort to highlight the collaboration present and support for CCSS.

In November 2010, a representative group of educators, parents, business leaders, school board association members, education support organization representatives, higher education officials, charter school advocates and the Governor's Office policy analyst was formed to serve as the

CCSS Guiding Coalition. The role of the Coalition is to help guide the state's efforts during implementation of the CCSS, to assist the state with communication to educators, parents and members of the public and to assist with the removal of bureaucratic barriers to change, while exerting their influence at key moments that support implementation. A list of Guiding Coalition members is included (Attachment 9).

ADE has developed and provided tools to the state's school districts to assist educators in disseminating information to parents and community members about the CCSS and the impact the standards will have on children's long-term success. Informational brochures for parents of students in elementary, middle school and high school are posted on the CCSS page of the ADE's website (http://www.arkansased.gov/divisions/communications/video-gallery/12/common-core-arkansas -Attachment 11).

In October 2011, the CCSS Guiding Coalition and the Association for the Supervision and Curriculum Development (ASCD) (in partnership with the ADE, the CCSSO, and Arkansas ASCD) hosted a summit to advance the successful implementation of the CCSS. Educators, school board members, community leaders and higher education partners participated in activities designed to:

- Assess state and local needs to ensure the successful implementation of the CCSS.
- Learn and share successful implementation strategies and practices from national and Arkansas colleagues.
- Understand the importance of a whole child approach to education in setting the foundation for success from kindergarten through college and career choices.
- Begin an effective communication plan to bring awareness of the CCSS to community stakeholders.

At this summit, a video featuring former Governor Mike Beebe, former Commissioner of Education Dr. Tom Kimbrell and others was debuted. A DVD of this video has been provided to all school districts and Arkansas legislators for use in community, civic, parent or other meetings. This video is also accessible for anyone to view at http://www.arkansased.gov/divisions/communications/video-gallery/12/common-core-arkansas In March 2012, Arkansas ASCD and ADE continued this effort of outreach by hosting regional summits across our state that aim to advance understanding and awareness of CCSS.

Former Commissioner Kimbrell held meetings with the state's journalists to explain the CCSS and garner support from the media. He has made guest appearances on local television and radio stations to talk about CCSS. Specific information and resources for parents, educators and community members are posted on the CCSS page of the ADE website http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/common-core-state-standards A detailed list of resources may be found in Attachment 11.

Over the past three years, educators phased in the implementation of the CCSS. As indicated on pages 19-22, the ADE surveyed teachers and leaders regarding the implementation, professional development to support implementation, and the constraints that were challenging them in implementing the standards. The ADE responded with support and communication. Concurrent to the survey in the summer of 2013, legislative

hearings were conducted by the Joint Education Committee to seek testimony from the public as to CCSS implementation and concerns that were being heard by legislators. Over the course of the next two years ADE worked to communicate the system of professional development and technical assistance for implementation of CCSS.

After the November 2014 elections, Governor Hutchinson created a Common Core Review Council headed by Lt. Governor Griffin. This council has held public hearings and engaged in a listening tour to gather public input on CCSS. This Council is completing its hearings and will provide a recommendation late summer 2015 on CCSS for future implementation.

Supporting Arkansas Educators

The adoption of the CCSS in English language arts and mathematics by the Arkansas State Board of Education on July 12, 2010, served as a catalyst for the transformation of K-12 education in Arkansas. Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, required sustained professional development efforts in all Arkansas schools.

To assist schools in their efforts to strengthen the educational opportunities of all students, the ADE continues to provide comprehensive support to the state's educators. Specifically, ADE ~~is~~ provides ~~ing~~ tailored professional development offerings to support teachers in the implementation of CCSS. A comprehensive three-year strategic plan (Attachment 7) was developed completed.

Arkansas completed the following transition plan.

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards

Phase Three: Focusing on curriculum development/adoption an utilizing the full range of assessment strategies to ensure success for all students

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

Each of the phases required intensive professional learning at the local level. The ADE supported the following elements during transition to CCSS.

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for

professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Educators in districts and schools across Arkansas needed systems that incorporate these research-based elements of practice to create a coherent, consistent culture of learning.

A Guide for Professional Development Planning for Implementation of the Common Core State Standards (Attachment 12) laid out in detail the priorities that were the most significant and took both time and effort to fully implement in Arkansas classrooms.

As evidenced by the CCSS Implementation Survey results shared earlier in this document, educators and students benefited – in the short term and long term – from the guidance in these recommendations for professional learning. Through ADE Division of Learning Services' Professional Development Unit training continues to be provided to ensure teachers can teach effectively to the new standards. Significant work still needs to be done, and we continue to work with curriculum directors, instructional leaders, instructional facilitators, and teachers to make thoughtful choices for providing support to districts and schools.

A series of Common Core Institutes were developed and offered statewide with the help of our partners at Arkansas Educational Television Network (AETN) through Arkansas IDEAS (Internet Delivered Education for Arkansas Schools). Arkansas IDEAS is a one-of-a-kind online resource for our state's teachers and administrators and provides Arkansas educators with the highest quality online professional development available in the country. All professional development opportunities are recorded and available on the Arkansas IDEAS network.

The education service cooperatives, the ADE listserve (which includes all teachers and leaders), and a curriculum directors' listserve are used to notify and promote ADE coordinated and supported professional development and key resources. Approximately 50 specialists are housed in education service cooperatives and STEM centers to support and promote professional development in regards to enhancing teacher development for the purpose of ensuring all

students access an aligned system of rigorous CCR instruction in math, literacy and science. The education service cooperatives use a professional development survey system to collect evaluative information on the professional development provided to educators. This enables the ADE to determine delivery to the classroom level and accountability for Priority and Focus school training.

The ADE and the Arkansas Department of Career Education, in partnership with the Southern Regional Education Board (SREB), rolled out a three-year state initiative to implement the new Common Core literacy and mathematics standards in grades nine through twelve, with full implementation completed in the 2013-2014 school year. The programs, Literacy Design Collaborative and Mathematics Design Collaborative (LDC/MDC) support CCR instruction at the high school level, integrating formative assessment and just in time intervention. Eight expert content specialists in literacy and mathematics worked with the eight pilot high schools. These expert trainers supported the state in years two and three to develop literacy and mathematics trainers in the state to roll out this initiative to additional high schools. The basic strategy built capacity within schools to implement classroom practices to address the new Common Core literacy and mathematics standards. In 2015, over 160 high schools are participating in LDC/MDC.

Special Considerations for Teachers of EL and SWD

For the past 18 years, the ADE has developed, funded and implemented a two-week summer training institute—the EL Academy. This training opportunity has educated over 2,100 public school and charter school teachers and administrators in effective strategies for working with EL students. Completion of this institute leads to the state's EL teaching certification endorsement. In order to support ADE efforts to reach the milestone of successfully preparing ELs to meet college and career ready standards, ADE transitioned the current EL Academy curriculum to focus specifically on CCSS and the application of teaching strategies and classroom methods that address ELs' needs in mastering CCSS. Furthermore, EL Academy faculty and ADE professional development staff designed and implemented additional training required for continuing professional development on CCSS for teachers working with ELs.

In 2015 ADE put out proposals to host the EL Academy. The University of Arkansas, Fayetteville, and Arkansas Tech University won the contract to host the EL Academy program. The program is supported over the entire school year by the Academy Faculty. Participants meet for class time in the summer, and participate in online courses throughout the school year and additional face-to-face trainings on weekends. Participants earn 12 graduate credit hours and upon completion of their Praxis they receive an endorsement on their Teachers License for EL instruction.

Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, requires sustained professional development efforts for school boards, superintendents, building administrators and teachers in all Arkansas schools on a continuous basis in the future.

IMPLEMENTATION TIMELINE

Activity	Timeline
Implementation of redesigned EL Academy Training	Ongoing
Implementation of the revised EL component of ACSIP	Ongoing
Implementation of the revised parental outreach for EL families	
Coordination with Career Education on development of bilingual materials and professional development on career ready standards	On-going

The ADE is submitting a new Staff Personnel Development Grant (SPDG) from the U.S. Department of Education's Office of Special Education Programs (OSEP) with the primary goal of working with schools, districts, communities and regional partners to maximize struggling learners' academic, behavioral skills and success. To meet that goal, intensive professional development and targeted technical assistance are provided in the areas of literacy and math instruction, intervention, school-wide Positive Behavior Support Systems (PBSS), or intensive cognitive-behavioral interventions, multi-tiered response-to-instruction and intervention and data-based problem solving; parent and community involvement and outreach; and personnel preparation.

With the currently awarded SPDG grant, a web-based mathematics intervention matrix was designed to help educators across the state identify and implement evidence-based instruction and intervention strategies at different levels of need and intensity for students who are underachieving, unsuccessful or unresponsive in the different facets of mathematics across the school-age spectrum. In addition, the SPDG literacy intervention matrix is currently being updated. All of these materials will be organized and guided by state adopted standards.

Several of the most significant accomplishments and data-based outcomes from the first two and one-half years of the SPDG include:

- The establishment of an integrated statewide professional development network;
- Strategic monitoring, planning and implementation of scientifically-based interventions/strategies to meet identified needs of target schools in school improvement status; and
- Aggressive recruitment, training and capacity building to achieve 100 percent fully licensed special education teachers and to increase retention for special education teachers.

An expanded timeline for the SPDG program is included as Attachment 8.

IMPLEMENTATION TIMELINE

Activities	Timeline
Develop RTI Training Modules (In partnership with AIR, Educational Coops, and Arkansas State University)	2015-2017
Provide MTSS/RTI training to districts/schools throughout the state	2016-2020
Apply for a new Statewide Personnel Development Grant	February 2015
Goals: Establishment of an integrated statewide professional development network Strategic monitoring, planning, and implementation of scientifically-based interventions/strategies to meet identified needs of target schools in school improvement status Aggressive recruitment, training and capacity building to achieve 100% fully licensed special education teachers and increase retention for special education teachers	2009 – 2014 and ongoing
The SPDG's school leadership and strategic planning, response-to-intervention (RTI)/closing the achievement gap (CTAG), and school improvement processes have become more completely embedded into the ADE's Smart Accountability process	Year II 2010 – 2011 and ongoing
SPDG staff continues to serve as full members on the Specialty Support Teams (SST's) that are working out of the ADE's Learning Services Division. SPDG coordinator for math/literacy is working on a national committee with U.S. Department of Education on integrating mathematics instruction and the RTI process	ongoing
A number of data collection and/or evaluation tools or spreadsheets were developed with Public Sector Consultants, our Grant Evaluators, and disseminated as completed.	
SPDG continues relationship with Mashburn Institute (SIM Project—Leadership and Classroom Instructional Strategies)	
The SPDG continues to support special education recruitment and retention activities across the state, as well as financially supporting paraprofessionals working toward their highly qualified status and undergraduate students who are earning licensure in different areas of special education	

Principal Development

All professional development centered around CCSS is open for administrators and teachers, and each school has been urged to attend as a leadership team, with the principal and assistant principal as integral members of this team. Administrators have played a key role in transitioning local curricula to align with CCSS and have worked to ensure TESS implementation includes a focus on CCSS practices and strategies.

Training for TESS provided for all administrators through the professional organizations as well as regional educational cooperatives (See Principal 3 for details). Administrators have the opportunity to lead teachers through a monumental shift in evaluation practices and assist their staff in the implementation of this new system of evaluation and support. The ADE has been responsive to requests to integrate standards and assessment practices into the new teacher and leader evaluation frameworks in a intentional manner. The training materials for TESS are available at http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness

The ADE funds and supports career professional development for administrators and teacher leaders. The Arkansas Leadership Academy creates learning opportunities where school administrators can gain the skills, knowledge and tools to be more effective facilitators of the change process. The Arkansas Leadership Academy and the Master Principal Program were legislated to build the leadership capacity in schools and communities in the state (Attachment 13). The Master Principal Program, Assistant Principal Institute, Superintendent Institute, Central Office Leader Institute, Teacher Leader Institute and Team Leadership Institute focus on the five performance areas of Leading and Managing Change, Creating and Living the Vision, Mission and Beliefs, Developing Deep Knowledge of Teaching and Learning, Building and Maintaining Collaborative Relationships, and Building and Sustaining Accountability Systems. Participants engage in sessions focused on leading students and adults to higher levels of learning and achievement through the continuous improvement process. CCR standards and next generation principles have been integrated into the Academy's programs to provide alignment across these efforts and with ADE professional development efforts.

The ADE is collaborating with Arkansas institutes of higher education, educational foundations, and the National Center for School Turnaround to develop a registry and turnaround principal program and pipeline to further build leader capacity for placement in high need schools.

High Quality Instructional Materials

Arkansas ~~is~~ has been a governing state in the PARCC consortium. PARCC's goal is to provide guidance and support that will help teachers bring the CCSS to life in their classrooms. To support educators in their efforts to provide all students, including ELs and SWD, a first class education, PARCC developed a number of tools and resources aligned to the CCSS and the PARCC assessments.

The tools and resources have provided opportunities for ADE to engage, involve, and empower educators around the implementation of the CCSS and PARCC assessments. The development and dissemination of these resources was built into Arkansas's communications and engagement plan. This helped ensure ADE was providing district leaders, administrators, school leaders and classroom teachers with regular, hands-on experiences with PARCC tools and resources. All

tools and resources available are released at http://PARCConline.org

Arkansas is an active member of the Educators Evaluating Quality Instructional Products (EQuIP), for the purpose of developing tools and processes to identify the quality of instructional materials aligned to the Common Core State Standards (CCSS). The EQuIP team is a diverse group of curriculum leaders from Higher Education and K-12 schools. We have been working with our member States to:

- Use a common rubric and rating scale to determine the alignment and quality of current instructional materials (tasks, lessons, units) in order to identify how they might need to be modified to better address the CCSS.
- Identify exemplars to increase the supply of high quality instructional materials (tasks, lessons, units) aligned to the CCSS that will be available to elementary, middle and high school teachers across the EQuIP states.
- Learn the tools and processes to build the capacity of educators across EQuIP states to evaluate the quality of instructional materials for use in their schools/classrooms.
- Learn how the Quality Review Process can be embedded as a professional development activity in the state's long-term implementation plan for the CCSS.

In addition, PARCC developed model instructional units that include a coherent set of tools including information about assessment results, formative activities, professional development materials and communications materials. The consortia developed online modules to support states and districts in:

1. Evaluating open-source and commercially-produced instructional materials for quality and alignment to the CCSS and PARCC;
2. Adapting previously successful materials to be aligned to the CCSS and PARCC; and
3. Creating their own high quality instructional materials aligned to the CCSS and PARCC.

The EQuIP team assisted in building capacity within the state's regional educational cooperatives' teacher center leaders. Professional development on these tools and resources has been offered during statewide curriculum institutes.

Expansion of College-Level Courses, Dual Enrollment Courses, or Accelerated Learning Opportunities

Arkansas is positioned well for the focus on college and career ready standards through CCSS. Prior to the adoption of CCSS the state was taking steps to ensure its students were college and career ready. In 2004 Arkansas was one of only 3 states to adopt college- and career- ready graduation requirements. In 2005 the state joined the ADP Assessment Consortium in the creation of a rigorous Algebra II exam, administered for the first time in 2008. In 2006, Arkansas aligned high school graduation standards with college admission requirements. Arkansas student participation in advanced placement has quadrupled since 2001.

Arkansas schools have been nationally recognized for increasing participation in Advanced Placement by the College Board. In 2011, 21,280 Arkansas high school students took one or more AP courses. That's was an increase of 6.5 percent over the previous year. Those students took

36,421 AP exams, which was an 8.7 percent increase. Arkansas student participation in advanced placement quadrupled from 2001 to 2011. In 2014, 25, 547 students completed AP courses and 44,424 AP exams were completed by Arkansas students.

Most notably, Arkansas experienced a significant increase in the number of tests receiving a grade of 3, 4, or 5, which are the marks generally allowed for college credit. There were 10,949 such scores, which is an increase of 12.3 percent. In 2014, 32% of students completing an AP exam received a score of 3, 4, or 5. This is an increase from 30% in 2011.

The gains cut across demographic lines:
--Among white students, the number of test takers increased 6.2 percent and scores of 3, 4, and 5 increased 14.7 percent.
--Among black students, the number of test takers increased 7.4 percent and scores of 3, 4 and 5 increased 15.4 percent.
--Among Hispanic students, the number of test takers increased 19.9 percent and scores of 3, 4, and 5 increased 12.4 percent.

Arkansas is the only state that requires every school district to offer at least one AP course in each of the four core subjects — mathematics, English, social studies, and science. Arkansas also picks up the cost of each AP exam as an incentive for students to take AP. In all, 21,280 Arkansas high school students took an AP test last school year. That's an increase of 6.5 percent over the previous year. Those students took 36,421 AP exams, which is an 8.7 percent increase.

Arkansas Advanced Initiative for Math and Science (AAIMS), an affiliate of the National Math and Science Initiative (NMSI), has funded an Advanced Placement Training and Incentive program in 30 schools that began in August 2008. Under a competitive request for proposal process issued in August 2008 and 2009, AAIMS invited schools to apply for participation in the program. The goals of the program are to strengthen the teaching of the AP® mathematics, science, and English courses and to build enrollment and increase the number of students taking and earning qualifying scores on AP® exams in these subjects.

A primary goal of NMSI and AAIMS is to increase the number of students taking and scoring 3 or higher on AP math, science and English exams. AAIMS is required to implement proven strategies to increase significantly the number of students taking and passing Advanced Placement courses and exams. These strategies were developed by Advanced Placement Strategies, Inc. of Texas. In the schools they serve, over a five year period, on average the number of students scoring 3 or higher on AP English has tripled, the number of students scoring 3 or higher on AP mathematics exams has quadrupled, and the number of students scoring 3 or higher on AP science exams has quintupled. The strategies included extensive formal and informal training of AP and Pre-AP teachers, additional time on task for students, financial incentives based on academic results, and cultivation of lead teachers to provide leadership to the Program in their schools by mentoring other AP and Pre-AP Teachers.

During the 2011 legislative session, a bill was passed that required establishment of a statewide transfer system for core courses among all public postsecondary institutions, resulting in the creation of the Arkansas Course Transfer System (ACTS). This system contains information about the transferability of more than 90 general education courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and equitable

treatment in the application of general education credits for admissions and degree requirements. Students may complete specified general education courses anywhere in the public system, as well as many courses in the degree/major that have been pre-identified for transfer. Among the state's high schools, 22,354 students are currently taking advantage of concurrent credit courses. Students could be enrolled in multiple courses.

Although the impetus for this project was a legislative directive, there is now a growing interest in expanding the project to include Career Technical Education (CTE) courses. With so many existing individual articulation agreements and concurrent-credit possibilities in CTE courses, secondary CTE and Division of Workforce Education (CWE) will work collaboratively to establish an integrated system of statewide articulation agreements between secondary and postsecondary institutions. ADHE already has begun discussions with postsecondary chief academic officers regarding expansion of the ACTS system to include CTE courses. Student participation in dual enrollment and concurrent credit courses has increased since Arkansas first submitted for ESEA Flexibility.

On August 16, 2011, STEM Works, the former Governor's initiative to increase knowledge of science, technology, engineering and math was announced. This program's aim is to educate more K-12 students in the fields that need the most qualified workers and have the most potential for expanding the state's economy. Another project goal is equipping Arkansas colleges with the tools they need to better educate future K-12 teachers in these core subjects.

Fifteen school districts and one technical center were designated by the cabinet to participate in either Project Lead the Way or the New Tech Network. The New Tech high school model integrates STEM education and extensive project-based learning throughout the curriculum. Project Lead the Way includes several introductory courses in engineering or biomedical sciences that show how basic concepts taught in the classroom are used in the work world.

In the 2015 legislative session, Governor Hutchinson was successful in promoting a computer science initiative (Act 187) that will provide students across Arkansas with the opportunity to take a computer science course. All high schools in Arkansas are required to offer a computer science course by 2015-2016 either face-to-face or through virtual means. This will provide students with equitable opportunities to pursue interests in these areas.

Arkansas has capitalized on technological advancements to increase students' access to rigorous content and high quality instruction. Act 1280 of 2013 expanded course access and digital learning opportunities for all Arkansas Public School students (http://www.arkansased.gov/public/userfiles/rules/Current/Digital_Learning_Rules_-_FINAL.pdf). Virtual Arkansas is a state-led effort to provide high quality digital courses to public school students. http://virtualarkansas.org/ LEAs that do not offer advanced-level courses prior to high school may register students for high quality courses offered through Virtual Arkansas, thus expanding opportunities and removing geographic barriers to CCR preparation.

The accelerated learning opportunities described above will garner more student participation as schools implement CCSS. The ADE envisions more learning opportunities of this nature to be offered as more students become college and career ready. To further the transparency of these

efforts, ADE began reporting the College Going Rate and College Credit Accumulation for Arkansas K-12 students entering Arkansas's higher education institutions on the ADE's annual K-12 School Performance Report and the State Report Card available on the ADE Data Center (https://adesrc.arkansas.gov/ReportCard/View?lea=AR&schoolYear=2014).

Coordination Across State Agencies

We are very fortunate in our state to have a long-standing, strong and positive working relationship with our Department of Higher Education and our Institutions of Higher Education. Higher education plays a vital role in the success of the CCSS and CCR. No issue looms larger for higher education than teacher preparation and professional development.

The ADE has worked with higher education to develop course competencies for teacher preparation programs that align to CCSS.

The ADE works with higher education institutes to conduct research on issues of teaching and learning the CCSS, teacher quality, and the implementation of the CCSS.

Faced with the need to create a competitive workforce and dramatically improve the quality of our education system, Arkansas has embraced an aggressive policy agenda to better prepare students for postsecondary education and careers. In doing so, we have made it a priority to better align and coordinate services, resources, and data across state agencies that serve children. We realize that a true 21st century education for students requires that state and local governments dismantle the obstacles to real collaboration between and among school systems and the social, health and safety support services in our system.

Higher education faculty and administrative leaders in Arkansas have been actively engaged in PARCC Higher Education Leadership Team Meetings; Joint K-12 and Higher Education Leadership Team Meetings; PARCC Transition and Implementation Institutes; K-12 and Higher Education Design Meetings; Advisory Committee on College Readiness (ACCR) Meetings; and Technical Advisory Groups – Mathematics and English Language Arts/Literacy. Southern Arkansas University is partnering with PARCC to determine whether PARCC's college and career ready score information can be used for admissions purposes. Representatives from the University of Arkansas at Fayetteville have participated on PARCC working groups for data processing, research and psychometrics.

The Arkansas Educator Leader Cadre (ELC) Team has played a major role in helping build expertise in the CCSS and PARCC. The ELC Team is made up of K-16 educators who accomplish the goal of building statewide expertise through a combination of face-to-face meetings, on-line modules, and professional development webinars. Cadre members continue to discuss best practices around the use and implementation of the PARCC Model Content Frameworks and PARCC item prototypes, review sample tasks and model instructional units and identify ways of disseminating information through the network on how the PARCC resources can inform classroom practice.

The Arkansas Leadership Academy (ALA) is a higher education partner with ADE housed in the College of Education and Health Professions at UAF. ALA provides leadership

development for teachers, assistant principals, principals, central office administrators, superintendents and boards of education. Additionally, ALA provides ~~25~~ low performing schools ~~within 11 districts~~ leadership and instructional capacity-building professional development and support. Working directly with schools from within higher education enhances the ability for pre-service programs to stay informed regarding practitioner issues, needs and challenges. David Cook, ALA director, communicates between agencies to inform pre-service and practicing educator development programs.

- The College of Education at the University of Central Arkansas (UCA) in Conway partnered with ADE to provide math education professors to develop professional development programs to assist Arkansas's teachers and leaders through the major shifts in mathematics with the CCSS and implementation of instructional and assessment strategies aligned with CCSS. This partnership provides the benefit of informing pre-service programs at UCA regarding important transitions in instruction for CCSS.
- The UAF hosts an annual Literacy Symposium for area teachers and pre-service teachers to increase their literacy content knowledge. The focus of the Literacy Symposium 2012 is transition to CCSS in literacy.

Increase Rigor

Increasing rigor in the classroom can be good for a variety of reasons, including better-equipping students for success on statewide assessments and with postsecondary opportunities. However, increasing academic challenge without increasing student failures requires balancing challenge with support. Arkansas has taken critical steps to prepare all students for college and careers and has made a commitment to help support schools in mastering the balancing act by focusing on best practices to support rigor which include, but are not limited to: examining instruction, classroom-based assessment, curriculum coherence, expectations for student work, grading practices, course taking or grouping patterns, and student support. Collaboration among teachers is also essential for practices that support rigor.

Transition to New Assessments

The transition to the CCSS preceeded the next-generation assessment system.

With over a third of all students requiring remedial education upon enrollment in our nation's public two- and four-year institutions of higher education (IHEs), it is clear there is a disconnect between the knowledge and skills students have when they graduate from high school and what they need for success in credit-bearing college courses. A next-generation assessment system aims to eliminate this disconnect by measuring whether students are on track to graduate ready for college and careers. Students who do not meet CCR performance levels will receive supports and interventions to address their readiness gaps, well before they enter their first year of college.

Transitioning to the CCSS and related next-generation assessments provided the ideal opportunity to think about how educators are trained on the new standards and related assessments.

Arkansas developed a strategic plan to transition to the CCSS and next-generation assessments. The Arkansas plan articulates a vision of success, describing in detail various levels of alignment and implementation, identifying best practices for alignment and implementation of

standards, creating tools and methods to help districts and schools design an aligned system for learning, and incorporating points of view from a broad cross-section of stakeholders.

For several years, the ADE has conducted training for special education teachers in the use of accommodations as well as in the administration of alternative assessments for special education students. Special education teachers will continue to receive this training aligned with the CCSS.

Waiver 14 Justification (Removing Double Testing of Advanced Students in Grades 7 & 8)

Arkansas Standards for Accreditation governing public schools and school districts address the requirements for students to receive a Smart Core diploma (http://www.arkansased.gov/public/userfiles/rules/Pending/2-3-15_Standards_Rules_for_public_comment_1406.pdf)

The Rules read as follows:

> *14.02 Specifically, for the graduating class of 2013-2014, and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:*
>
> *SMART CORE - Sixteen (16) units*
>
> *English - four (4) units - 9th, 10th, 11th, 12th*
> *Mathematics - four (4) units or three (3) units of Math and one (1) unit of Computer Science. [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.] Comparable concurrent credit college courses may be substituted where applicable. Algebra I or Algebra A & B (Grades 7-8 or 8-9) Geometry or Investigating Geometry or Geometry A & B (Grades 8-9 or 9-10) Algebra II Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)*
> *Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics or two (2) units with lab experience and one (1) unit of Computer Science.*

The Smart Core is the default curriculum and the typical curriculum for students taking advanced mathematics courses in early grades. Fewer than 5% of students complete less than the 16 required Smart Core credits annually. All public schools and school districts are required to teach at a minimum six mathematics courses in within its high schools' required 38 units. These six units include Algebra I, Geometry, Algebra II, a unit of Pre-Calculus mathematics which includes trigonometry, and other options as approved by the department. Some advanced Grade 7 and 8 students take Algebra I and Geometry before entering high school and these courses are counted as high school graduation credits. These students are on track to complete AP Calculus AB

and/or AP Calculus BC. Approximately nine percent of students complete AP Calculus AB annually. These students must begin high school course work prior to Grade 9 to be on track to do so.

Arkansas's implementation of rigorous CCR standards and Smart Core graduation requirements help ensure that every student has an equal opportunity to be prepared for and take advanced-level courses prior to high school. LEAs that offer courses for high school credit at the middle level are required to attain course approval to ensure the course offerings match the rigor of a high school level course. The course approval process is delineated for LEAs on the ADE website at http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/course-approvals. Act 1280 of 2013 expanded course access and digital learning opportunities for all Arkansas Public School students (http://www.arkansased.gov/public/userfiles/rules/Current/Digital_Learning_Rules_-_FINAL.pdf). Virtual Arkansas is a state-led effort to provide high quality digital courses to public school students. http://virtualarkansas.org/ LEAs that do not offer advanced-level courses prior to high school may register students for high quality course offered through Virtual Arkansas, thus expanding opportunities and removing geographic barriers to CCR preparation.

Rigorous state mandated assessments aligned with Common Core Standards are administered to students participating in Algebra I and Geometry at Grades 7 and 8. After considerable discussion, the TAC recommended that students be tested only in the math course in which they are enrolled rather than completing the course assessment as well as the grade level assessment requirement in 2014 and previous years. This would avoid double testing. The Algebra I and Geometry scores of these advanced students are counted for accountability at the school that provided the instruction.

In 2014, approximately one percent of students (314) who completed required Algebra I End of Course Exams were in Grade 7 and approximately 20 percent of students (6,477) who completed Algebra I End of Course Exams were in Grade 8. These students were expected to have been enrolled in advanced Geometry courses in 2015 in Grades 8 and 9, respectively. Students enrolled in Geometry, regardless of grade level, were required to complete the PARCC Geometry assessment in 2015. Thus, 99 percent of students were expected to have at least one mathematics assessment at the high school level and these assessment scores are included in federal accountability.

Approximately one percent of students annually are on track to complete Geometry prior to Grade 9. These students are expected to be assessed for CCR. Effective for the 2014-2015 grade 9 cohort and beyond, and mandated under A.C.A 6-16-2012, "Before a student's graduation from high school, a high school shall assess the student's college readiness based on the statewide college and career readiness standards determined and implemented by the State Board of Education." The Algebra II assessment is designed to be the College and Career Readiness assessment. If a district elects not to administer the Algebra II PARCC assessment, it must provide students the opportunity to participate in another identified readiness assessment.

For 2014-2015 the ADE administered PARCC in grades 3-10 ELA, grades 3-8 mathematics, Algebra I, and Geometry to meet state and federal assessment requirements. The grade 11 ELA and Algebra II assessments were optional at the district level.

Prior to the 2014-2015 K-12 implementation of Common Core curriculum and the transition to PARCC assessments, to meet accountability requirements in literacy under ESEA, Arkansas had only one end of level (grade 11) high school ELA College and Career Readiness assessment. High school math accountability requirements have been met through Algebra I (if taken in HS) and Geometry EOCs. 2015 base year targets may be set using the grade 10 ELA and Geometry EOC to meet ESEA requirements for CCR. Grade 11 ELA and Algebra II assessments would be required in 2016 and the ADE could reset targets for high schools in the second year of PARCC. Arkansas will administer the PARCC assessment or another assessment that complies with USDE requirements in 2016 and beyond.

The Arkansas Department of Education (ADE) collaborated with Southern Regional Education Board (SREB) and other state education agencies to create a transition course for math and literacy. These courses, Math Ready and Literacy Ready, are complete and available for districts in the 2015-2016 school year. These courses were created online for a blended environment and require a teacher certified in the content area. Math Ready and Literacy Ready are designed to prepare students for college level algebra and freshman composition upon successful completion. Some schools piloted Math Ready or Literacy Ready in the spring of 2015. In partnership with SREB, over 350 Arkansas high school teachers are participating in Math Ready and Literacy Ready in July 2015. In collaboration with Arkansas Department of Higher Education, the ADE and SREB will gather data from the first year of implementation to determine whether students completing these courses to a satisfactory degree may use these courses in place of college remedial coursework.

Other Activities

Arkansas is participated as a lead state in the development of the Next Generation Science Standards (NGSS). During the Next Generation Science Standards development process, 26 states provided leadership to the writers and to other states as they consider adoption of the NGSS, and address common issues involved in adoption and implementation of the standards. This should also tie in to current and future goals of having our students ready for college and careers.

Arkansas has adopted Arkansas K-8 science standards grounded in the NGSS. Arkansas is the 14th state to adopt science standards grounded in the NGSS. Arkansas teachers made Arkansas clarification statements to specific standards. During the 2015-2016 Arkansas high school teachers are making clarification statements and completing the high school science standards which will go before the Arkansas Board of Education the summer of 2016.

Implementation

K-4 science standards will be implemented in the 2016-17 school year, Grades 5-8 standards will be implemented in 2017-18, and high school standards will be implemented in 2018-19.

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. *i.* Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 14)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. *i.* Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. *i.* Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review.

Arkansas has been a member and governing state of the Partnership for Assessment of Readiness for College and Careers (PARCC), which was formed to create an historic assessment system to provide more services and supports to students and teachers than were currently available. The initial memorandum of understanding with PARCC can be found in Attachment 14. Arkansas students completed the first year of next-generation assessments in 2014-2015.
Act 1074 of the 90th General Assembly requires the State Board of Education to not renew its role

as a governing state or its participation with the Partnership for Assessment of Readiness for College and Careers or enter into any contract or agreement in excess of one year related to statewide assessment for public school students after the 2015-2016 school year or any year thereafter. This same Act required the State Board of Education to take into consideration assessment recommendations made by the Governor's Council on Common Core Review.

On June 8, 2015 Governor Hutchinson accepted the Council's early recommendation to enter into negotiations with ACT/ ACT Aspire for the 2015-2016 school year. On June 11th the State Board of Education did not approve a motion to enter into negotiations with ACT/ACT Aspire. The State Board of Education approved a motion to enter into a one year contract to administer the PARCC for the 2015-2016 school year.

At this time, the ADE has not entered into an assessment contract for the 2015-2016 school year. The timeline for the resolution of this matter is still unclear. The ADE will work with the State Board of Education and the Governor to resolve this matter. Arkansas will administer either the PARCC or another compliant assessment in 2015-2016. Should another assessment be selected, the ADE will work with the State Board of Education and the Governor's office to ensure the assessment meets the requirements set forth by the United States Department of Education (USDE) and supply the appropriate documentation to the USDE. At that time, the ADE will submit an amendment to its ESEA Flexibility renewal accompanied by the required documentation.

The documentation will include the following: (1) The process and timeline for development of test blueprints and item specifications; (2) the review and selection of items for inclusion in the assessments; (3) scaling and scoring procedures to be used; (4) test administration procedures, including selection and use of appropriate accommodations; (5) data analyses proposed to document validity and reliability of the assessments; (6) an independent evaluation of alignment of the assessments with the State's college- and career-ready standards; (7) the process and timeline for setting college- and career-ready achievement standards and the method and timeline to validate those achievement standards; and (8) meaningful report formats to communicate results to students, parents, and educators.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Overview

The primary goal of Arkansas's proposed Differentiated Accountability, Recognition and Tiered-Support System (DARTSS) is to continuously improve educational access and opportunity such that all students attain college and/or career success. The 2012 approved ESEA flexibility proposal delineated a comprehensive and coherent plan to integrate CCR curriculum, instruction and assessment efforts into a revised differentiated recognition, accountability and tiered-support system.

In Arkansas's initial application for ESEA Flexibility, the ADE responded to stakeholder input by simplifying the accountability and reporting system with the goal of streamlining disparate state and federal accountability systems. ESEA Renewal will allow Arkansas to come closer to realizing the goal of a unitary, focused system of accountability, recognition, and tiered support informed by enhanced information systems and feedback loops (Figure 3, repeated).

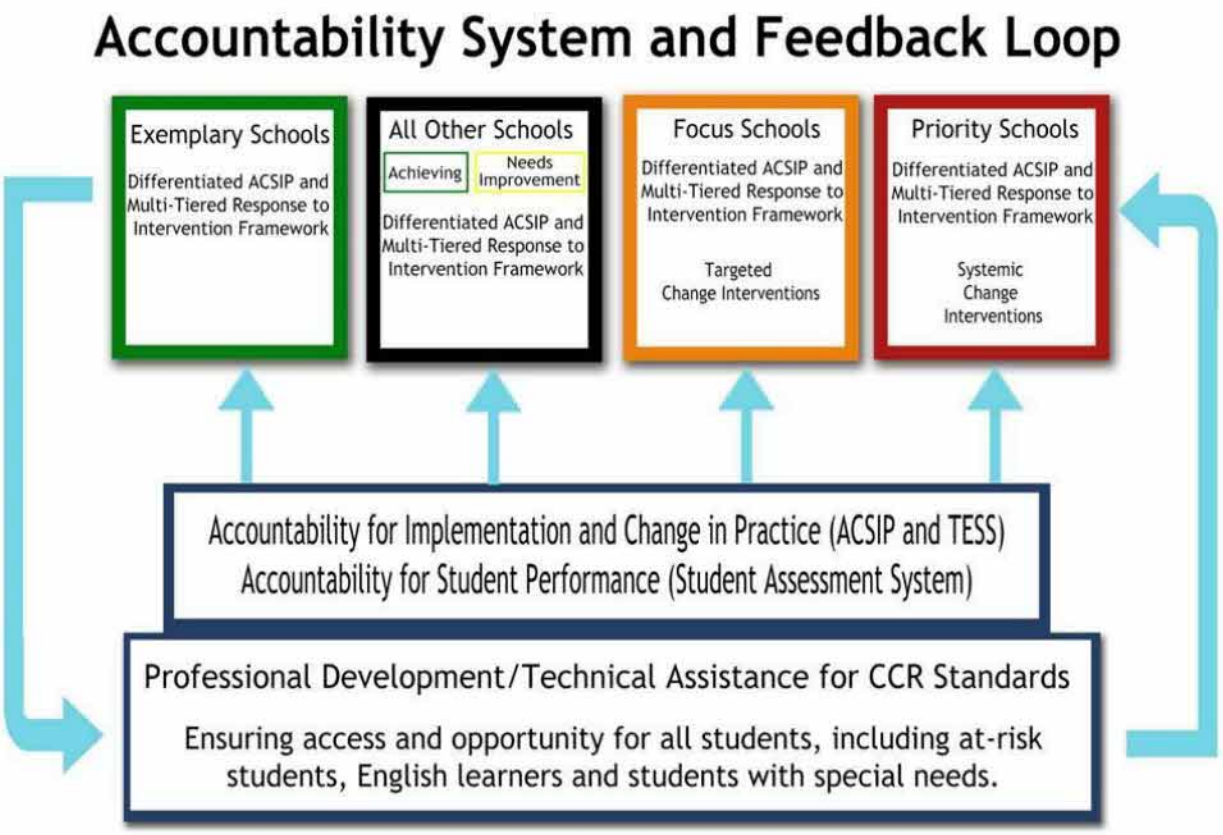


Figure 3 repeated. Differentiated Accountability and Feedback Loop

Arkansas's Differentiated Accountability, Recognition, and Tiered Support System (DARTSS) has matured since the 2012 proposal through data- and stakeholder-informed amendments. Several notable accomplishments have resulted from the implementation of DARTSS since its approval in 2012. These include deeper integration of research and technology to support informed decision-making, increased coherence of the learning, assessment and accountability systems that support student learning and teacher effectiveness, and implementation of a letter grade school rating system that further differentiates schools strengths and challenges for parents and community stakeholders.

Through Flex Renewal the Agency proposes to refine the system further. These refinements are anchored in data and responsive to lessons learned by the Agency in early implementation of DARTSS, stakeholder feedback on DARTSS, and state statute.

Figure 9 illustrates the integration of comprehensive elements of Arkansas's proposed CCR standards, assessment, accountability and teacher/leader effectiveness systems through DARTSS

The timeline highlights the transitions expected at the time of the proposed ESEA

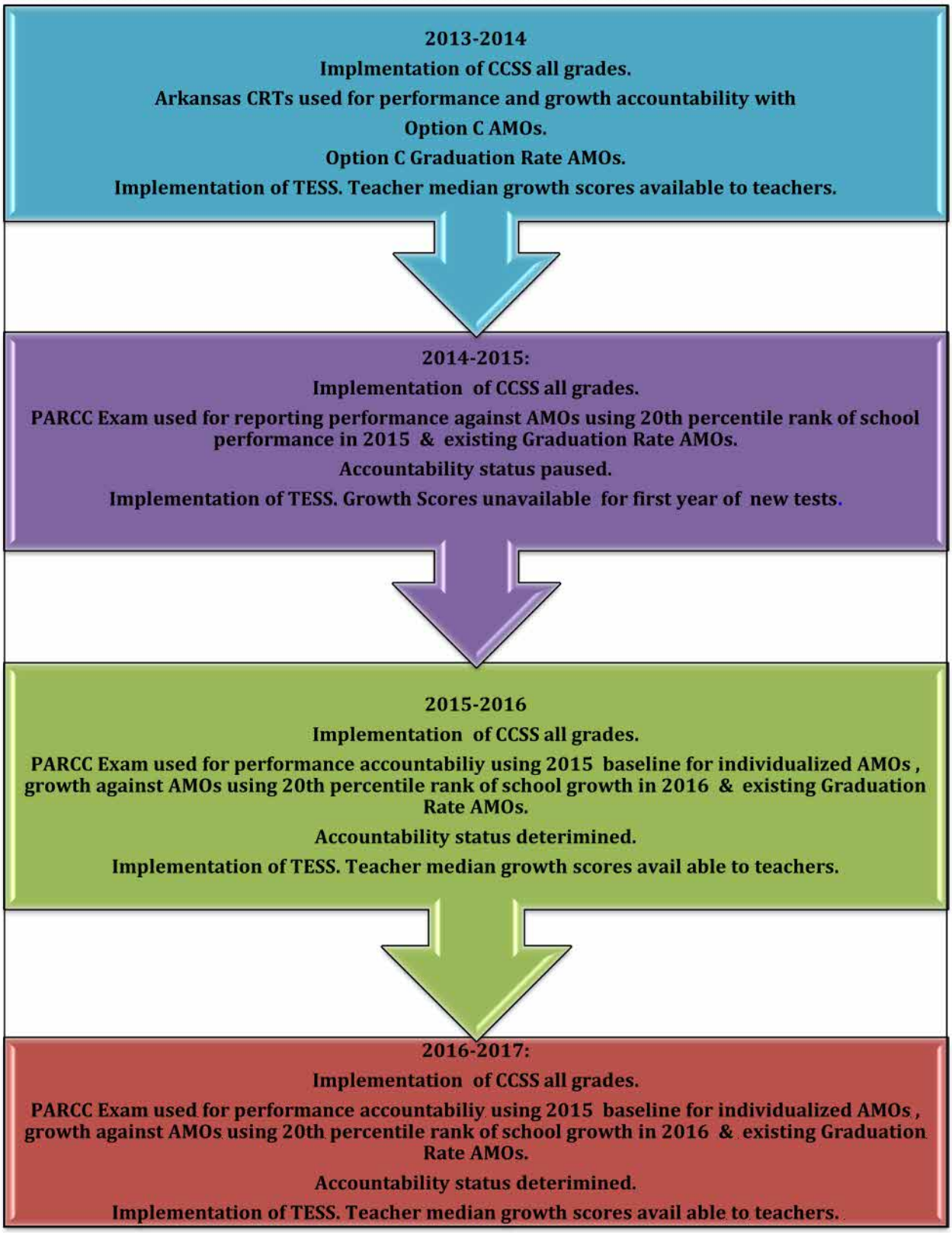


Figure 9. Arkansas's proposed accountability determination transition.

The transition of Arkansas's accountability system was carefully choreographed under ESEA Flexibility to minimize confusion during the transition to CCR standards and assessments. DARTSS was admittedly parsimonious and the revised system was an integration of simplifications to the former AYP determinations.

Comprehensive Elements of DARTSS

Data-informed continuous improvement starts with ambitious and achievable goals for schools and districts and transparency in accountability for meeting the goals. With its approved ESEA Flexibility, the ADE holds all schools accountable for reducing by half the proficiency gap or growth gap, and the graduation rate gap for high schools within six years (Option C). School-based and district-based AMOs provide individualized and achievable progress targets for schools and districts similar to growth or progress targets for students that are based on prior achievement.

Arkansas students have made progress across the board, yet statewide achievement gaps for some students persist. These AMOs, based on prior performance, require all schools to reduce the achievement gap for all students and the ESEA subgroups within their schools. Arkansas proposes to transition to new performance-based AMOs once new assessment results are available for modeling and analysis. Arkansas proposes to set new prior performance-based AMOs with Option C in 2016 such that schools that are furthest behind are required to make greater gains in the same time frame. In addition to using individualized AMOs for schools, ADE proposes to use the A-F letter grade system enacted as Act 696 of 2013, to differentiate further among schools that are not Priority or Focus Schools.

Figure 3, the accountability and feedback loop, illustrates the major elements of DARTSS. Schools are broadly classified as Achieving or Needs Improvement based on the modified annual progress decision rules and AMOs approved in 2012. Exemplary schools will continue to be identified annually. Focus and Priority Schools will be identified from among all schools using data from 2012 through 2014 data. A differentiated system of incentives, support and interventions will serve as a statewide multi-tiered framework to guide the ADE's response to schools' and districts' classifications. Sections 2.C. through 2.F. detail the differentiated incentives, supports and interventions for each classification of schools. Section 2.G. explains the intended integration of these elements for State, district and school capacity building. A strategic plan for statewide support and professional development to facilitate implementation of CCSS, PARCC assessments and TESS provides a foundational component for transitioning to CCR standards and assessments under DARTSS. TESS and the ADE's continuous improvement planning and monitoring processes (ACSIP) are necessary feedback loops within the system, and will inform leadership at school, district and state levels regarding fidelity of implementation as well as impact on student achievement.

Arkansans asked for a simpler accountability and reporting system that clearly indicates schools' progress in meeting student performance and growth goals yet maintains the focus on all students. Arkansas's 2012 ESEA Flexibility proposal was an important step in streamlining disparate state and federal accountability and reporting systems into a unitary, focused system that meets the needs of stakeholders to ensure schools are providing all students with access to and achievement of college and career readiness standards. Under the existing approved ESEA Flexibility proposal Arkansas was approved for broadly classifying schools as Achieving or Needs Improvement based on meeting AMOs in performance or growth and graduation rates (high school) for All Students and a Targeted Achievement Gap Group (TAGG) within each school. The TAGG includes students with membership in any or all of the following ESEA subgroups: economically disadvantaged students, ELs and SWD.

Arkansas reduced the minimum N to 25 in the 2012 approved ESEA DARTSS ensured more schools serving sufficient numbers of students in ESEA subgroups are included in the accountability model. The use of the TAGG for accountability increased accountability for at risk students over and above reducing the minimum N from 40 to 25. Specifically, reducing the minimum N to 25 and using the TAGG in accountability increased the inclusion of specific subgroups, African Americans, ELs and SWD in particular, and increases increased the number of schools accountable for students in the ESEA subgroups. Annual School Report Cards continue to report schools' ESEA subgroups' performance, as well as schools' progress in meeting their AMOs for All Students, TAGG students and the ESEA subgroups. These determinations serve to activate a multi-tiered support and intervention framework based on schools' needs as identified through the data.

At the time of Arkansas's initial ESEA Flexibility proposal NCLB and state accountability requirements resulted in general improvement trends in mathematics and literacy through 2011 as measured by Arkansas's criterion-referenced assessments (Figure 2.) Updated performance charts indicate the following.

- Literacy performance improved significantly in 2012 compared to prior years, and although schools demonstrated a slight dip in literacy, results are higher in 2014 than in 2011, the baseline for ESEA Flexibility.
- Students' mathematics scores show a larger drop in 2013 and 2014 which may represent specific and significant construct differences between CCR and Arkansas's prior standards in mathematics at particular grade levels.

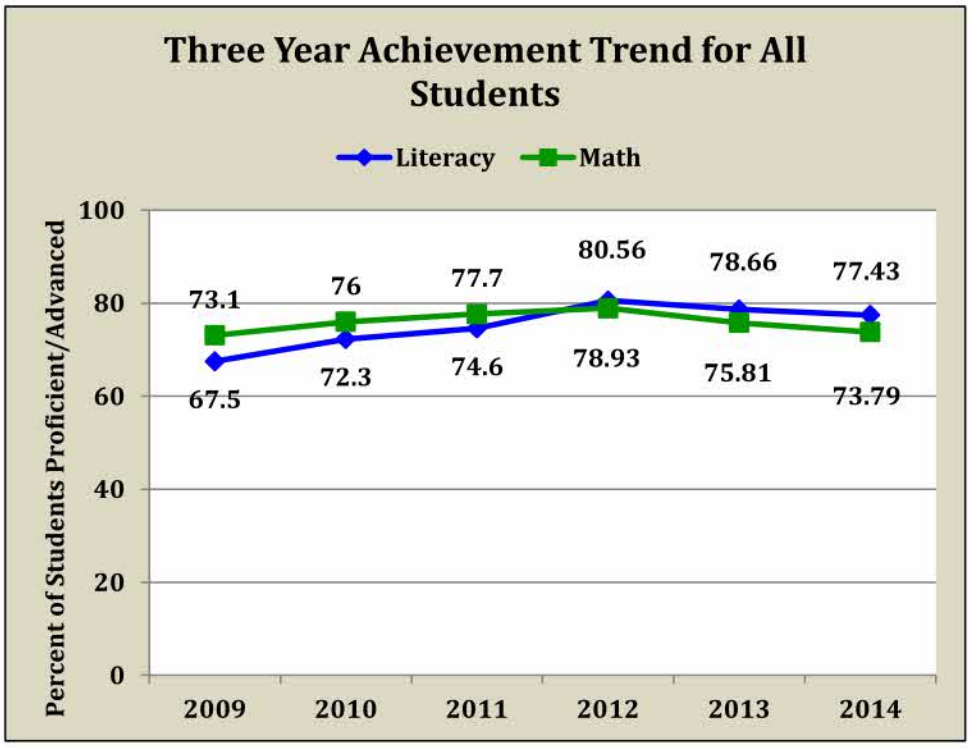


Figure 2 repeated. Six-year achievement trends for all students in math and literacy.

As intended by NCLB, disaggregation of these trends revealed large achievement gaps for several subgroups of students (Figures 2.4 and 2.5) At the time of Arkansas's initial ESEA Flexibility proposal

these subgroups demonstrated improvement trends, yet not at the differential rates necessary to close these gaps, except for ELs and Hispanic students. By 2014, achievement gaps in literacy have noticeably decreased and achievement gaps in mathematics are marginally smaller (Figures 4 and 5) even as teachers and students have transitioned to a new set of CCR standards.

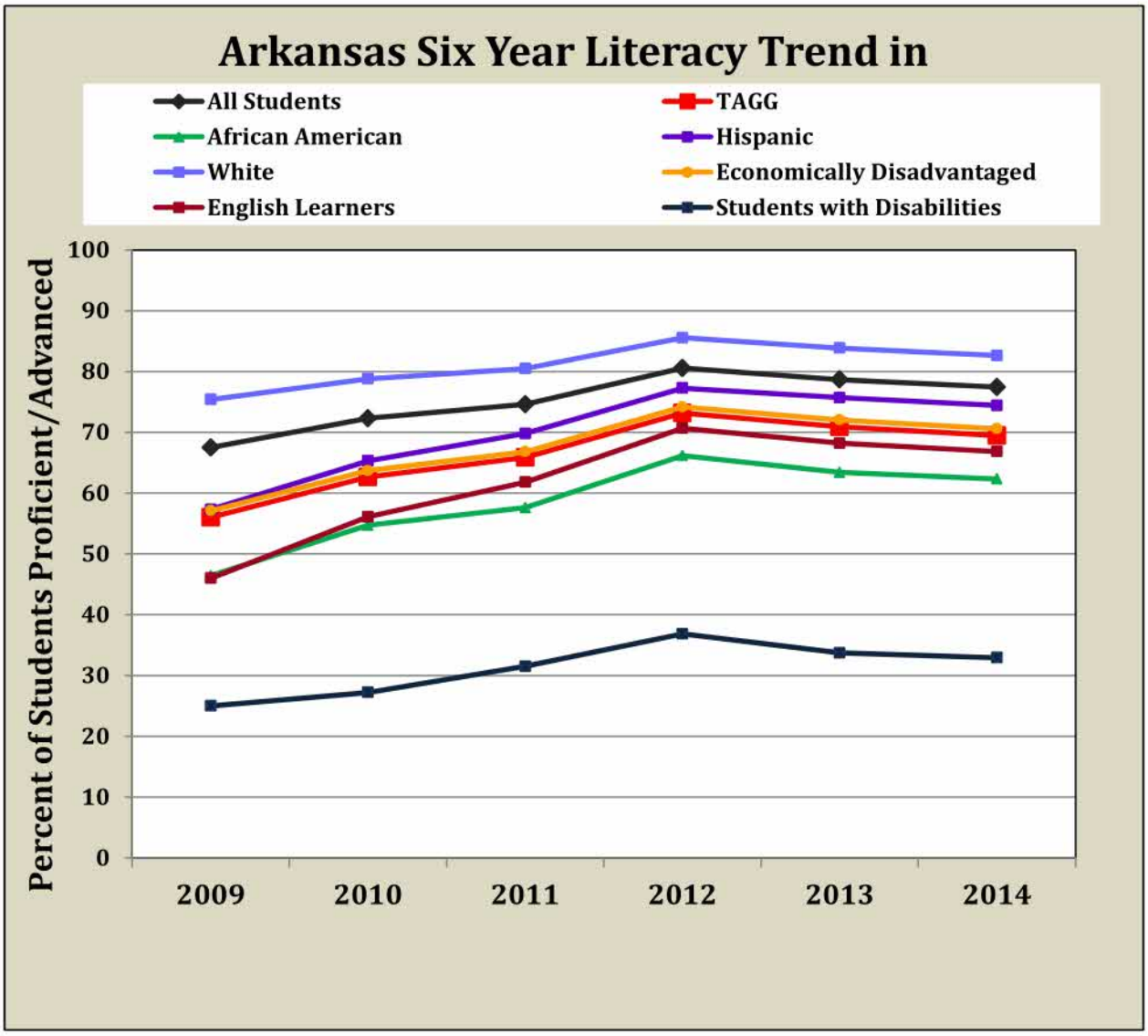


Figure 4 repeated. Six-year literacy trends by ESEA subgroups.

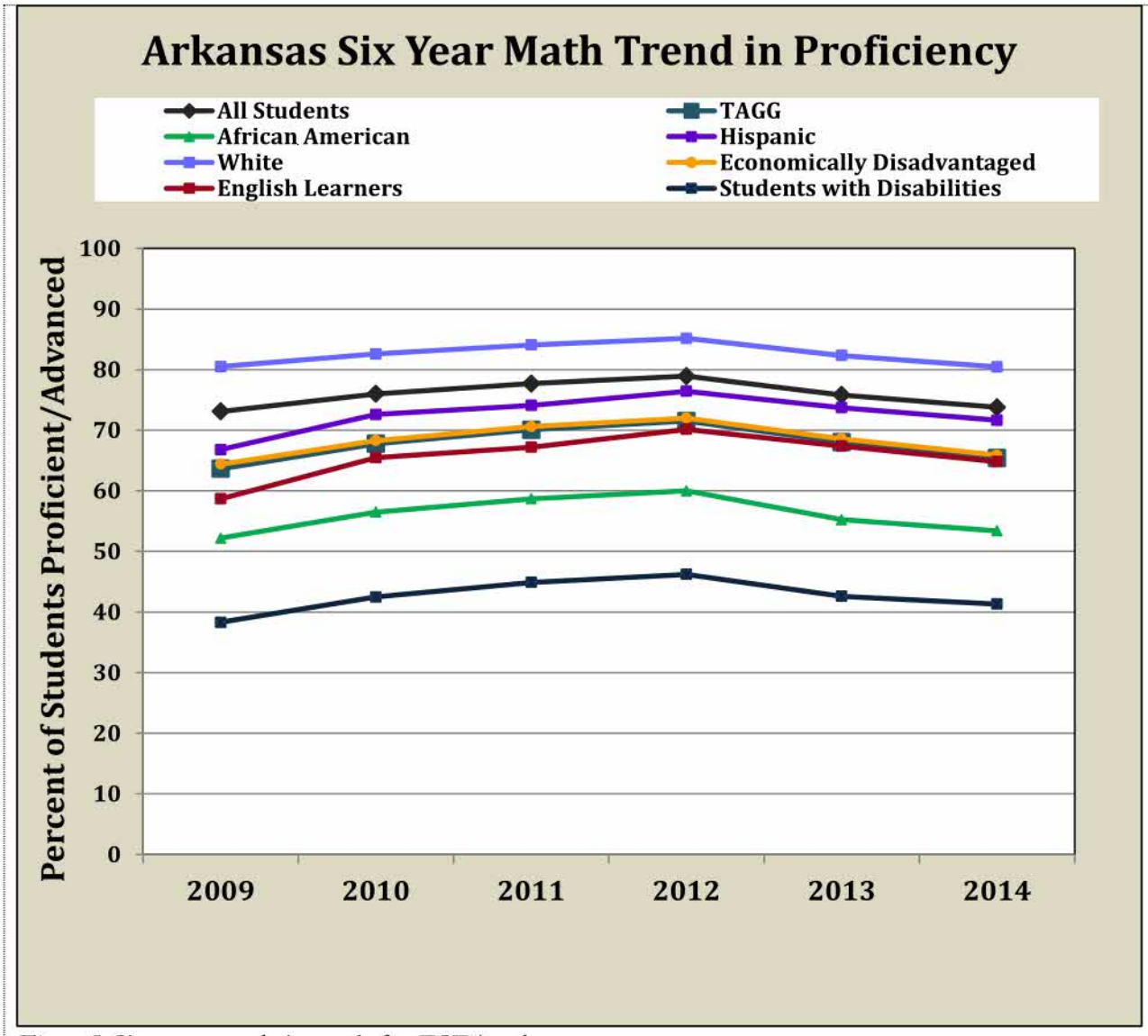


Figure 5. Six-year trends in math for ESEA subgroups.

Segments of our student population continue to struggle to achieve at desired levels, yet some progress has been made. Arkansas's initial ESEA Flexibility proposal was a timely opportunity to move from an accountability system that provided an unintended positive bias for schools with small populations, to a system that focused on long-term, continuous improvement through differentiated identification of schools' needs in a manner sensitive to Arkansas's students' characteristics.

At the time of Arkansas's initial ESEA Flexibility proposal submission, Arkansas made a case for using a Targeted Achievement Gap Group or TAGG to incentivize schools to reduce achievement gaps. Table 4 shows the percentage of schools that were accountable for each of the subgroups included in Arkansas's Adequate Yearly Progress (AYP) Workbook based on the prior minimum N of 40, and the percentage of schools that were not accountable for these subgroups despite having students identified as members of these subgroups. The final column in Table 4 indicates the percentage of schools with one or more students with membership in these subgroups.

Table 4

Percentage of Schools in 2011 Accountable for and with Enrollment of Students in ESEA Subgroups

Group	Schools with subgroup that meets Minimum N (40)	Schools *not accountable* for students as a subgroup with Minimum N (40)	Schools with one or more students tested in the subgroup
African American	33%	47%	80%
Hispanic	13%	76%	89%
Caucasian	84%	6%	95%
Econ. Disadvantaged	92%	4%	96%
English Learners	9%	54%	63%
Students with Disabilities	16%	80%	96%

Arkansas lowered the minimum N to 25 and used the TAGG group as a subgroup proxy in determining whether schools were Achieving or Needs Improvement. The ADE continued to report progress of subgroups against individualized prior-performance AMOs that achieved the same goal as all other groups—closing the gap with 100% proficient by half in six years.

Ninety-six to ninety-eight percent of schools in Arkansas are accountable for TAGG students' performance and growth, as well as graduation rates. Using its data systems, ADE determined that lowering the minimum N alone provided a minimal increase in accountability for EL and a moderate increase in the number of schools accountable for SWD in 2011 as indicated in Table 5.

Table 5

Comparison of 2011Percentage of Schools Accountable for ESEA Subgroups with Minimum N of 40 and 25

Group	Schools with subgroup that meets Minimum N (40) or 5% of ADM for schools with 800 or larger ADM	Schools with subgroup that meets Minimum N (25) for all schools regardless of ADM
Targeted Achievement Gap Group	91%	98%
African American	33%	40%
Hispanic	13%	23%
Caucasian	84%	88%
Econ. Disadvantaged	92%	97%
English Learners	9%	15%
Students with Disabilities	16%	43%

Arkansas reduced its minimum N size for accountability in 2012 through its approved ESEA Flexibility. This resulted in a limited increase in the percentage of schools accountable for each of the ESEA

subgroups. The ADE addresses the persistence of achievement gaps through DARTSS by requiring schools to be accountable for all students that have membership in at-risk subgroups.

Since approval of the initial ESEA Flexibility Proposal, Arkansas has examined all students as well as a Targeted Achievement Gap Group (TAGG) based on students' membership in historically underperforming at risk subpopulations. Each ESEA subpopulation within each school was given individualized AMOs, and progress against these AMOs continues to be reported and used to plan interventions and support. The TAGG, in addition to the All Students group, is used to identify focus schools, and to inform accountability labels for all schools and districts in the P-12 system, thus increasing the number of schools accountable for students at risk.

The All Students group, the TAGG and the ESEA subgroups trigger the Statewide System of Support (SSOS) and interventions. This change in a key trigger for accountability (the TAGG), in addition to a lower minimum N for all schools, has ensured more schools are held accountable for and attending to closing the gap between top performing students and any lower performing students. Stakeholders were involved in the discussion of the creation of the TAGG, a mechanism for ensuring all schools were attentive to the needs of students at risk, and supported this as a strategy for improving accountability for reducing the achievement gaps in Arkansas (Attachment 20).

The TAGG consists of students with membership in any of the three groups historically at risk for underperformance: economically disadvantaged students, ELs and SWD. Table 6 presents the percentage of each race/ethnicity group represented in the TAGG in 2014. Note the TAGG captures more of the diversity of Arkansas's students for accountability than the ESEA subgroups alone. Ninety-eight percent of Arkansas's schools continue to have a TAGG that meets the minimum N of 25 for all schools and districts.

Table 6

Demographics of the TAGG 2014

NCLB Subgroup	TAGG	Not TAGG
Hispanic	91%	9%
Native American/Alaskan Native	64%	37%
Asian	55%	45%
Black/African American	86%	14%
Hawaiian Native/Pacific Islander	93%	7%
White	52%	48%
Two or More Races	69%	31%

The use of the TAGG to hold schools accountable for performance and growth of all students was not without challenges. In one tenth of Arkansas schools, the TAGG included the entire school population due to the extent of poverty in these schools. Thus a within-school gap between TAGG and Non-TAGG could not be calculated. In schools where the Non-TAGG is smaller than the minimum N, the

percentage of Non-TAGG students proficient is subject to greater variability due to the smaller group size. Therefore, for the purposes of determining the magnitude of the achievement gap between TAGG and Non-TAGG students for Focus School determinations (Section 2.E), the median school percentage of Non-TAGG students proficient is used as the proxy for the Non-TAGG students in schools where the TAGG represents All Students and meets the minimum N of 25, and the Non-TAGG falls below the minimum N.

In 2012, through consultation with stakeholders, the ADE was provided with feedback on the inclusion of students in the TAGG. Specifically, the stakeholder groups indicated the importance of identifying students in the TAGG from among the historically at risk groups of economic disadvantage, ELs and SWD. Consideration of inclusion of students identified as African American or Hispanic was discouraged by stakeholders during consultation.

Further analysis of student performance based on TAGG or Non-TAGG membership was conducted in 2012 to determine whether excluding students from the TAGG for membership in the African American or Hispanic subgroup without membership in any of the three at risk groups provided sufficient safeguards for meeting the academic needs of students in these historically underperforming minority groups.

- Figures 4 and 5 indicate the progress of schools in reducing the achievement gap as represented by the NonTAGG versus TAGG gap. Note the literacy gap has reduced significantly since 2011, whereas the math gap was reduced in 2012 and has increased to a similar gap size in 2014 as in 2011. The timing of implementation of new standards—three years in advance of assessments aligned to the standard—has been a challenge for teachers and leaders particularly in mathematics where the shifts in grade level content create the greatest disparity in expectations between what is being taught and what is still tested. This may play some role in the different trends between math and literacy given that math has more grade level shifts in CCSS expectations than literacy.

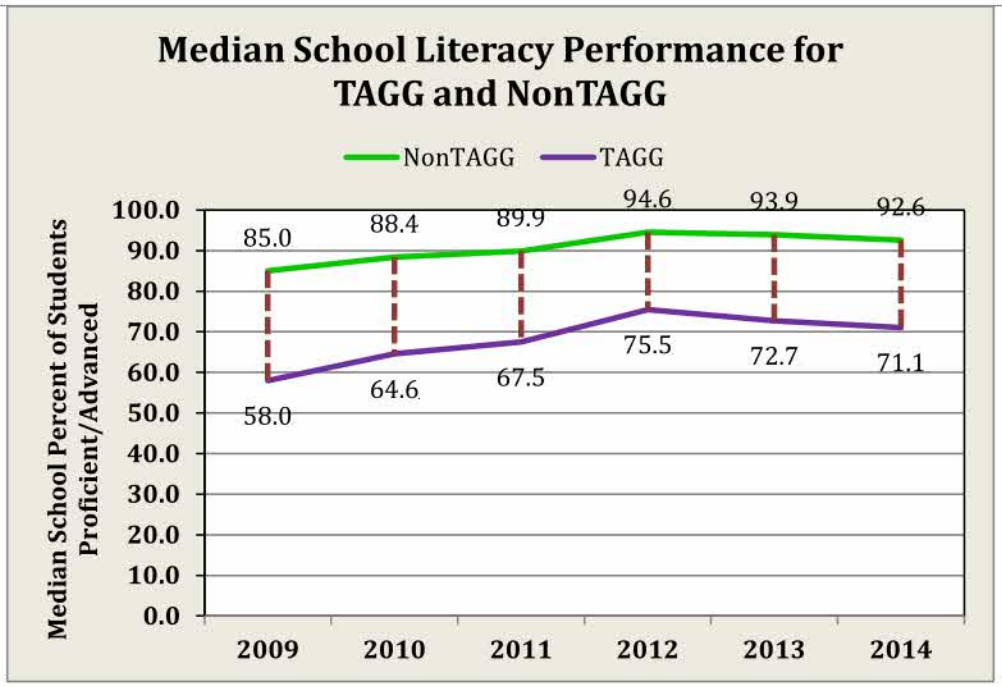


Figure 4 repeated. Literacy performance trend for NonTAGG and TAGG students.

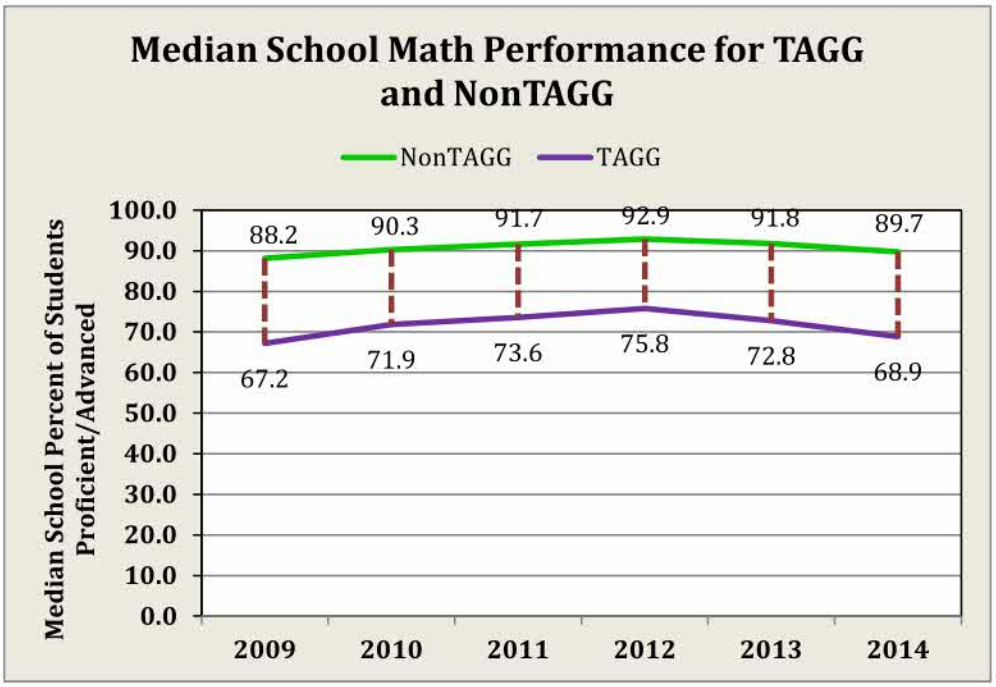


Figure 5 repeated. Math performance trend for NonTAGG and TAGG students.

Serving All Students in Districts and Schools

Accountability under No Child Left Behind (NCLB) has been a key driver of focused educational change in Arkansas. State rules for identification of school districts in academic distress did not align

with the prior Adequate Yearly Progress (AYP) system, and were not aligned to the proposed ESEA Flexibility in 2012. This resulted in fractured efforts with AYP identifying some schools for specific interventions (choice, supplemental education services, corrective action, restructuring), and Arkansas Academic Distress rules identifying schools differently with different sanctions. The Arkansas Board of Education worked with the ADE to adopt rules for Academic Distress that align more closely with DARTSS to identify persistently low performing schools as in Academic Distress. The overlap among Priority Schools and Academic Distress Schools allows ADE to focus it's Statewide System of Support on a specific group of schools.

The challenge of serving all students in districts and schools has been complicated, Arkansas must be able to address the root causes—the impact of poverty, low expectations, chronic disruption from student migration, demonstrably lower teacher capacity relative to schools serving more affluent student populations—to be truly successful at any kind of scale. Turning around failing schools requires not just repair work but also a re-engineering of the school model and the systems that support it. That re-engineering requires more than the application of some reform "medicine." Re-engineering requires re-thinking the structures, authorities, capacities, incentives and resources that define the context, the operating conditions in which these schools do their work.

ADE proposes to renew ESEA Flexibility to continue its efforts to streamline federal and state accountability, help districts better manage improvement in their schools, and make systemic changes to improve instruction and student achievement. Creating a more focused, more congruent accountability system has allowed ADE to accelerate support and more intentionally target resources, technical assistance and interventions to the schools and districts that need the most assistance.

The interventions for Priority Schools, and intensified interventions under DARTSS represent a shift toward a stronger systems approach to continuous improvement by involving the district leadership more directly in the responsibility for improving Priority Schools.

ADE worked with the Arkansas Board of Education and other stakeholders to rewrite the Academic Distress rule-so that ADE may have the authority to identify a district that does not have a clear path for a student to go from kindergarten through Grade 12 without having to enter a Priority School that is not making progress. A district may be identified as in Academic Distress when a Priority School does not make the progress expected under the Priority School's Priority Improvement Plan (PIP). Under these circumstances, district autonomy is greatly reduced and the ADE becomes a very active partner not only in that school, but in all schools within that district, in the allocation of district human capital and financial resources and in the governance of the Priority School. Under Academic Distress rules, Arkansas Board of Education has removed the local school board and/or superintendent resulting in state governance of the district in situations where the district has failed to make progress or failed to implement improvement strategies. Similar to mechanisms other states have utilized such as a turnaround office or state conservatorship—these actions have been delineated in a revised statute and rule. This ESEA Flexibility and proposed DARTSS provide an initial avenue to identify schools that are underperforming and put rigorous, ambitious change expectations in place. Through revision of the Academic Distress rule, Priority Schools that do not make progress have increased involvement of the ADE in how their districts resource and govern their schools.

When a district reaches the level for designation of Academic Distress, State intervention is necessary,

yet capacity is a constraining factor within the system. DARTSS has several advantages over the prior disparate State and federal accountability systems that help to build capacity as well as turn schools around. Through tiered intervention and support based on schools' designation of Needs Improvement, Needs Improvement Focus and Needs Improvement Priority Schools, districts and their schools-engage in differentiated improvement processes based on the severity of needs rather than a one-size fits all approach to improvement. District and school educators are incentivized by increased flexibility to construct local solutions to local problems. In the cases of Priority and Focus Schools, the local leadership may not have the tools to facilitate an ambitious change process. Thus, the differentiated interventions for these schools reflect these potential obstacles and allow provision for external expertise and leadership focused on building local capacity for change and continuous improvement. ADE School Improvement Staff focus support and/or intervention based on the degree of need as determined by the achievement indicators and implementation indicators in the system. The addition of the A-F letter grading system provides a means for further differentiating ADE response to other Title I schools. Responsibility for implementation and results continues to rest on districts with increasing oversight based on severity of the accountability designation. Lack of local action may result in loss of local flexibility and control as specified in the revised Rules for Academic Distress.

Ensuring Access to CCR Expectations and Opportunities

In 2011, public regional meetings hosted by the ADE around the state and follow up focus groups indicated that the majority of Arkansans believe the disaggregation of data under NCLB by subgroups has been positive, shedding new light on the issue of achievement gaps for historically underachieving groups. However, as NCLB matured several unintended consequences of the focus on became evident. One example was evident in school improvement plans that include mechanical interventions based on subgroup membership. The interventions were often isolated from a systemic plan and focused mostly on surface level characteristics of the subgroup's needs, rather than on the authentic learning needs of the lower performing students within each group. Changes to the accountability system must provide incentives to not only disaggregate and report, but to clarify students' learning needs and respond with interventions and supports informed through deeper diagnostic views based on patterns of performance rather than subgroup labels. The intent is to incentivize the use of data to inform rigorous core instruction for all students and appropriate intervention or support for students with identified common and individual learning needs. Additionally, Arkansas's statewide data indicate many students belong to more than one of the ESEA subgroups. In schools where more subgroups meet the minimum N, the perception was that membership of one student in multiple subgroups resulted in an exaggeration of school failure. Essentially, the low performance of the student, regardless of subgroup membership, should be the concern that demands a response within the accountability system. Use of the TAGG to trigger accountability has been responsive to stakeholders concerns and lessons learned from Arkansas's statewide data.

DARTSS aligns more closely with the intent of leaving no child behind based on the known characteristics of students and schools in Arkansas. Identification and use of the TAGG has mitigated issues that arose under the compliance mindset that evolved under NCLB. The formation of the TAGG is responsive to what ADE has learned from the data, particularly with regards to schools' accountability for ELs and SWD. Students with membership in lower performing or at risk groups are included in TAGG. Second, identification of the TAGG enabled a more authentic focus on student learning needs which enables teachers to move beyond at-risk labels to individual students. The TAGG exposes hidden achievement gaps by creating a subgroup that meets the minimum N in 98 percent of

the schools in Arkansas. This is particularly important in schools where ELs and SWD have struggled, but the accountability N had not prompted a focus on these students' needs in particular. Continued reporting of NCLB subgroup progress in reducing the proficiency and growth gaps, combined with accountability for the TAGG group, continues to activate Arkansas's re-conceptualized tiered-support system.

Accountability for the All Students group and the TAGG group provides a macro-view of school and LEA performance that is intended to inform the macro-level of a continuous improvement process. However, this macro-level is not sufficient to inform student instruction at the classroom or micro-level, and changes in school performance happen first at that micro-level. An intended outcome of the DARTSS is to provide deeper diagnostic views of subgroup and student progress on CCR indicators that will jump-start stalled continuous improvement processes, and ultimately lead to daily micro-adjustments to learning strategies thus maximizing students' access to CCR. To accomplish this outcome, ADE is envisions enhanced, thematic reporting of critical indicators along the pathway to CCR. The ADE reports annual accountability designations, progress of schools and districts in meeting AMOs for All Students, TAGG and ESEA subgroups, as well as progress on CCR relevant indicators and releases these reports to the public following the appeal period https://adedata.arkansas.gov/arc .

A sample public report is provided in Figure 10. This school met its AMOs for both the All Students and TAGG in literacy, math and graduation rates. This is a school that demonstrated significant improvement in 2014. Notice that this school is a Focus school that met its first year exit criteria.

District: SPRINGDALE SCHOOL DISTRICT
School: SPRINGDALE HIGH SCHOOL
LEA: 7207049
Address: 101 SOUTH PLEASANT
Address: SPRINGDALE, AR 72764
Phone: 479-750-8832

Superintendent: JIMMY ROLLINS
Principal: PETE JOENKS
Grade: 10 - 12
Enrollment: 2238
Attendance: 95.64
Poverty Rate: 65.73

Report created on: 10/29/2014

% Prof/Adv.	
2014 Math + Literacy	81.3
2013 Math + Literacy	65.0
2012 Math + Literacy	68.9

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT FOCUS - MET TYR

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	700	717	97.63	666	679	98.09
Targeted Achievement Gap Group	522	531	98.31	542	551	98.37
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	18	23	78.26	22	22	100.00
Hispanic	366	368	99.46	355	358	99.16
White	230	235	97.87	183	189	96.83
Economically Disadvantaged	492	500	98.40	518	524	98.85
English Language Learners	242	246	98.37	279	284	98.24
Students with Disabilities	58	63	92.06	33	34	97.06

STUDENT PERFORMANCE – LITERACY

LITERACY STATUS:	ACHIEVING				
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	524	657	79.76	72.36	91.00
Targeted Achievement Gap Group	360	488	73.77	64.17	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1298	1862	69.71	72.36	91.00
Targeted Achievement Gap Group	847	1384	61.20	64.17	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	10	17	58.82	71.88	
Hispanic	264	341	77.42	65.40	
White	200	219	91.32	83.98	
Economically Disadvantaged	344	462	74.46	65.16	
English Language Learners	125	222	56.31	47.10	
Students with Disabilities	15	52	28.85	38.04	

STUDENT PERFORMANCE – MATHEMATICS

MATHEMATICS STATUS:	ACHIEVING				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	517	624	82.85	77.79	92.00
Targeted Achievement Gap Group	405	506	80.04	73.32	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1369	1850	74.00	77.79	92.00
Targeted Achievement Gap Group	1062	1506	70.52	73.32	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	11	17	64.71	81.25	
Hispanic	292	342	85.38	74.22	
White	151	167	90.42	87.06	
Economically Disadvantaged	389	486	80.04	74.04	
English Language Learners	187	263	71.10	65.49	
Students with Disabilities	17	27	62.96	38.04	

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	554	645	85.89	76.91	94.00
Targeted Achievement Gap Group	367	439	83.60	73.68	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	1563	1856	84.21	76.91	94.00
Targeted Achievement Gap Group	1031	1252	82.35	73.68	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10	82.35	
Hispanic	300	347	86.46	74.84	
White	207	232	89.22	81.18	
Economically Disadvantaged	332	391	84.91	75.31	
English Language Learners	203	250	81.20	72.99	
Students with Disabilities	48	58	82.76	72.87	

Figure 10. High School ESEA Accountability report with subgroup performance.

Color coding and thematic presentation enable easier interpretation of the groups that have met or failed to meet AMOs. This facilitates connections between accountability and continuous improvement planning since school leaders, teachers, parents, and community can readily see which groups are making

expected progress and which ones are not. In Figure 11, a middle schools' ESEA Accountability Report indicates that this school is making progress enough to be considered Achieving. However, there is still work to do as evidenced by the red cellswhich show the subgroup(s) that need additional attention (white students and English Learners in literacy and English Learners in math).

District: SPRINGDALE SCHOOL DISTRICT
School: SONORA MIDDLE SCHOOL
LEA: 7207069
Address: 17051 E HWY 412
Address: SPRINGDALE, AR 72764
Phone: 479-750-8821

Superintendent: JIMMY ROLLINS
Principal: SHAWNA LYONS
Grade: 6 - 7
Enrollment: 795
Attendance: 94.73
Poverty Rate: 78.36

Report created on: 11/12/2014

	% Prof/Adv.
2014 Math + Literacy	72.0
2013 Math + Literacy	67.1
2012 Math + Literacy	

OVERALL SCHOOL STATUS:	ACHIEVING

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	769	771	99.74	779	781	99.74
Targeted Achievement Gap Group	656	658	99.70	666	668	99.70
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	25	25	100.00	25	25	100.00
Hispanic	344	344	100.00	345	345	100.00
White	236	237	99.58	236	237	99.58
Economically Disadvantaged	632	634	99.68	641	643	99.69
English Language Learners	365	365	100.00	375	375	100.00
Students with Disabilities	73	74	98.65	73	74	98.65

STUDENT PERFORMANCE – LITERACY

LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	502	713	70.41	70.36	91.00	462	664	69.58	72.54	93.00
Targeted Achievement Gap Group	406	604	67.22	65.54	91.00	373	558	66.85	68.68	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	943	1380	68.33	70.36	91.00	884	1279	69.12	72.54	93.00
Targeted Achievement Gap Group	737	1150	64.09	65.54	91.00	694	1058	65.60	68.68	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	16	22	72.73	79.41		14	21	66.67	74.27	
Hispanic	230	324	70.99	70.84		212	305	69.51	71.50	
White	181	222	81.53	82.66		168	216	77.78	81.36	
Economically Disadvantaged	396	584	67.81	65.96		364	540	67.41	68.54	
English Language Learners	188	334	56.29	60.75		174	300	58.00	65.72	
Students with Disabilities	19	65	29.23	16.67		9	52	17.31	24.79	

STUDENT PERFORMANCE – MATHEMATICS

MATHEMATICS STATUS:	ACHIEVING									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	526	715	73.57	72.10	92.00	496	700	70.86	68.41	81.00
Targeted Achievement Gap Group	426	606	70.30	67.69	92.00	406	591	68.70	63.60	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	981	1383	70.93	72.10	92.00	889	1315	67.60	68.41	81.00
Targeted Achievement Gap Group	771	1153	66.87	67.69	92.00	698	1091	63.98	63.60	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	14	22	63.64	63.97		14	21	66.67	63.97	
Hispanic	246	325	75.69	72.42		228	318	71.70	67.14	
White	187	222	84.23	81.11		170	221	76.92	74.89	
Economically Disadvantaged	413	586	70.48	67.35		396	572	69.23	62.94	
English Language Learners	205	336	61.01	65.35		199	324	61.42	63.24	
Students with Disabilities	30	65	46.15	16.67		17	52	32.69	32.46	

Figure 11. Middle school ESEA Accountability report.

These reports facilitate interpretation of the accountability portion of DARTSS, but these reports are not sufficient to drive improvements in student learning. To enable teachers and leaders to dig deeper into the groups that need attention, ADE has provided to all schools the Student GPS system. The system is available at https://adedata.arkansas.gov/sgps/Default.aspx

Figure 12 shows the teacher view once logged into the system.

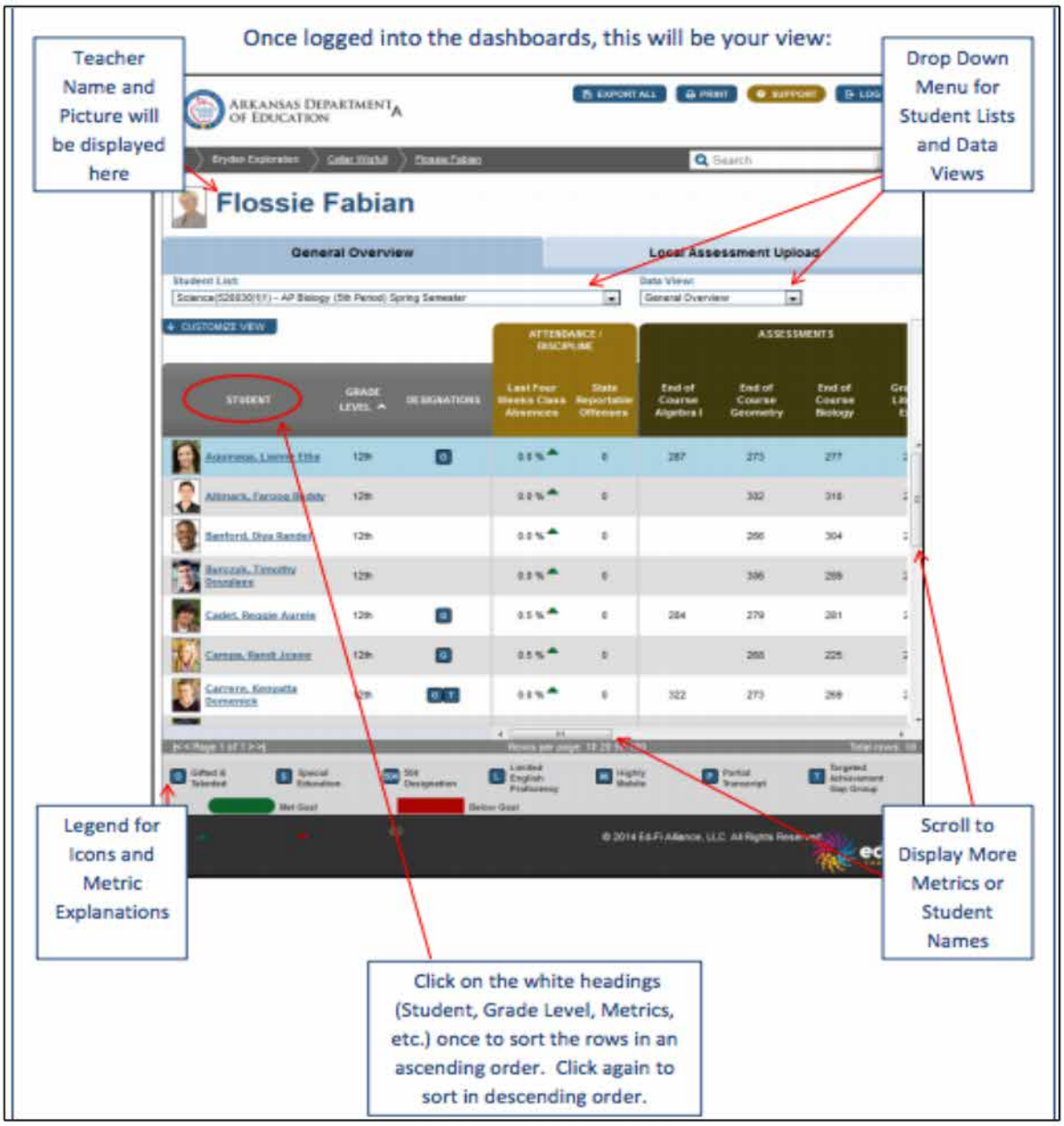


Figure 12. Student GPS system teacher dashboard.

Teachers' role-based access allows teachers to organize and view reports and relevant information to facilitate classroom instruction- and assessment-related decisions, as well as enhance their analysis by augmenting their view with classroom level data such as screening, progress monitoring and interim assessment results. These technical improvements to reporting support a data-informed culture of decision making along the continuum from macro- to micro-level. Teachers have the ability to upload local assessment data to deepen their ability to uncover and respond to patterns or trends from the classroom level down to the student level using the level of data appropriate to the instructional decisions they need to make.

Using the Student GPS system, role-based access to critical learning indicators allows leaders to organize and view reports and relevant information to facilitate decisions at the leadership level.
The inclusion of data from attendance, discipline, and other areas allows leaders to look for trends and patterns that may inform the learning structures, routines, and strategies at a grade or building level.
Schools can set parameters to flag levels of performance or discipline, etc. that are school specific and teachers can set metrics that are classroom specific, allowing them to focus on their particular context and data.

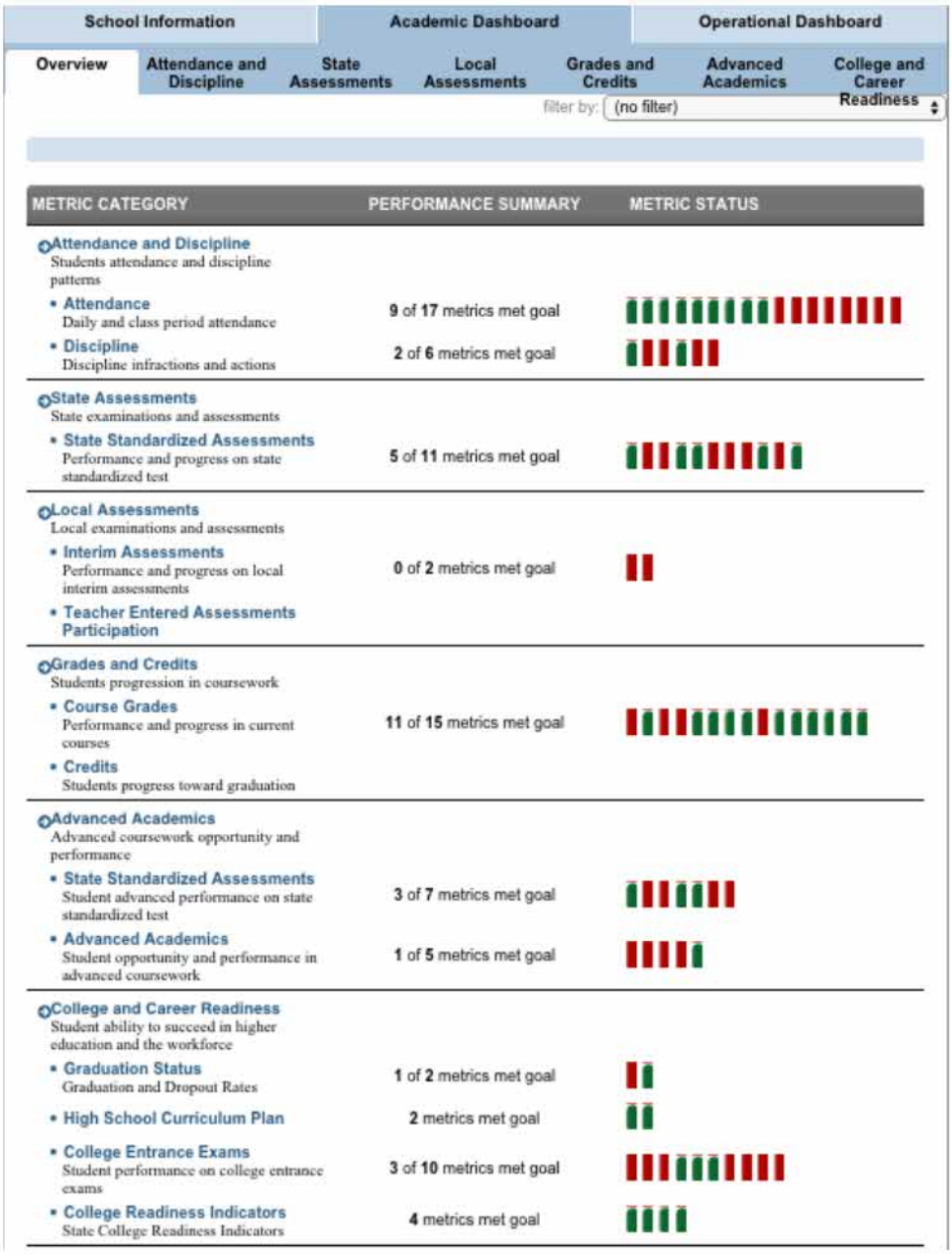


Figure 13. Student GPS System building leader dashboard.

Accountability Determinations During and After Transition

In its initial ESEA Flexibility proposal the ADE proposed a simpler system of classification for all other schools that included the simple differentiation of schools between Achieving and Needs Improvement based on schools and districts meeting individualized prior-performance AMOs for math, literacy and graduation rate (where applicable). As mentioned previously, this system suffered from a problem with timing: transition to new standards concurrent with sunset of Arkansas's Benchmark and End of Course Exams, and the required use of 2011 (a peak performance year for most schools) as the baseline for individualized AMOs. The conceptualization of individualized AMOs was well-founded, but the factors listed above resulted in many schools failing to meet linear improvement targets as school and district performance peaked in 2011 and 2012 on the aging Arkansas exams and school/district improvement trajectories flattened.

In the current DARTSS schools receive the broad state-level classification of Achieving or Needs Improvement with more explicit identification of schools at the extremes of performance: Exemplary Schools, Focus Schools and Priority Schools as delineated in Sections 2.C. through 2.E and illustrated in Figure 3. Determinations of Achieving and Needs Improvement are based on a set of decision rules approved in 2012. As Arkansas continues to seek a focused and unified accountability system, and the state assessment system is updated to assess students' CCR trajectories, the ADE finds it necessary and appropriate to pose the following changes during the transition to new assessments. ADE proposes to phase in components of the decision rules as scores from the new assessments become available (Figure 9). Figure 14 indicates the decision rules for determining annual ESEA Accountability with regards to AMOs.

The recalculation of AMOs using Option C for individualized district, school and group AMOs is proposed after results on the new assessments are available, presumably in 2016, following a pause in school and district status determination in 2015. AMOs for 2015 will be distinct from prior or future years and will be used to report to the public on schools' and districts' performance on the new assessment.

Following the transition to new assessment scores status determination will resume as indicated. Schools and districts will continue to apply current year performance or a 3-year weighted average to determine whether schools meet their AMOs for the proficiency gap. In 2016 only 2 years of performance results will be available so the 2-year composite will be used until 3 years of comparable assessment scores are available. This will continue to addresses concerns about year-to-year stability in the calculations when dealing with different groups of students from year to year.

Figure 14. Proposed transition of decision rules for accountability labels and reporting CCR indicators.

The small school rule will continue to be applied. Schools with fewer than 25 students in the All

Students group for math or literacy would be required to use the 3-year in place of current year performance (2-year weighted average in 2016).

Arkansas's approved ESEA Flexibility determinations continue to apply to the system. As already approved, the current year or a 3-year weighted averages are used to determine if AMOs were met. Accountability determinations use the better case of either current year for All Students *and* TAGG, or 3-year weighted average *for both groups* within a subject for Performance (percent proficient) and Growth (percent meeting annual expected growth) and *for All Students and TAGG* for Graduation Rate.

The growth model that has been used for ESEA accountability was designed specifically for the Arkansas Benchmark Exams and the vertically moderated scale of the exams. With the sunsetting of the Benchmark Exams, the ADE will use its longitudinal data system capabilities to evaluate potential growth models that are not scale dependent while waiting for PARCC, Incorporated to complete scaling of its next generation assessment. This will provide ADE opportunity to study the advantages and disadvantages of different scale-invariant models to inform the transition of the growth measures for use with Arkansas's next generation assessment. Transition of the growth model will be informed by statistical modeling of school, teacher and student impact. Based on the results of this modeling, growth calculations will be transitioned concurrent with at least two years of full implementation of Arkansas's next generation assessments for use in accountability and TESS.

Arkansas will continue to use the four-year adjusted cohort graduation rate in annual accountability determinations specified in its approved ESEA Flexibility. The ADE continues to publish this rate for All Students and for ESEA subgroups for the first time with the 2010 Annual School Performance Report. The graduation rate data revealed gaps in the graduation rates among subgroups within schools that had not previously been accounted for in Arkansas's AYP model. Graduation rates provide a valuable indicator for CCR in high school accountability because high school graduation is influenced by all teachers at the high school level as each teacher contributes to students' cumulative credits toward a diploma. Similar to proficiency gaps, the graduation rate gap has been masked by relatively high graduation rates of the All Students group. Arkansas will continue to require high schools meet AMOs for graduation rates for All Students and the TAGG based on 2010 baseline graduation rates and Option C for calculating annual targets. Arkansas schools have increased the four-year adjusted cohort graduation rates for all groups since publishing the rates and using them in accountability (see page 17 of the state report card at https://adesrc.arkansas.gov/ReportCard/View?lea=AR&schoolYear=2013). The gap between the Non-TAGG and TAGG graduation rates is considered proportionately with performance indicators in identifying high schools as Focus Schools. High schools' progress in meeting their graduation rate AMOs are used in identifying multi-tiered interventions and supports as outlined in Sections 2C - 2F.

The following clarifications of Arkansas's accountability system and safeguards are reinforced in the Arkansas request for ESEA Flexibility renewal. These clarifications apply to status determination following a pause year for 2015.

- All schools and districts are accountable for meeting Performance AMOs *or* Growth AMOs for ***both math and literacy*** for All Students and the TAGG in order to be classified as Achieving. Additionally, high schools must meet Performance AMOs for ***both math and literacy and Graduation Rate AMOs*** for All Students and the TAGG to be classified as Achieving.
- The growth model and growth AMO determination, as an alternative for meeting AMOs for

math and literacy, will to be determined during the transition year. At this time, the following differentiation of ACSIP response is determined by the 2014 status and will apply through the pause year. Once growth metrics are available, ADE will evaluate the following statements in light of the new data and propose amendments to the following if needed.

- Schools that meet AMOS for both subjects and for Performance and Growth enter a three-year cycle for continuous improvement planning. Specifically, these schools engage in a substantive revision of their ACSIP every three years as long as they maintain the conditions of meeting both Performance and Growth AMOs for All Students and the TAGG for both subjects. This provides an incentive to Achieving Schools meeting Performance or Growth to work toward meeting both sets of indicators. All schools, including the Achieving Schools on this three-year cycle, must address the needs of all ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance, growth and/or graduation rate (for high schools) by addressing these needs with specific interventions in their ACSIP that align strategies, human capital and financial resources necessary to support the interventions.
- Schools that meet AMOs for both subjects for Performance for All Students and the TAGG, yet fail to meet AMOS for Growth for All Students, the TAGG or any ESEA subgroups are required to continue an annual ACSIP cycle and to demonstrate through their ACSIP further data-driven analysis of the growth concerns identified for any group (All Students, TAGG, and/or ESEA subgroups) not meeting Growth AMOs that is comprised of 25 or more students. Further, these schools demonstrate through their ACSIP that human resources and funding are targeted to support these interventions and sufficient to enable successful implementation of the interventions. To reiterate, all schools, including the Achieving Schools on an annual ACSIP cycle, must address the needs of all ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance, growth and/or graduation rate (for high schools) by addressing these needs with specific interventions in their ACSIP that align strategies, human capital and financial resources necessary to support the interventions.
- For high schools, the accountability for meeting Graduation Rate AMOs for All Students and the TAGG is required in addition to meeting Performance AMOs for math and literacy. Further, differentiation of consequences occurs within the Achieving and Needs Improvement schools in that schools failing to meet Graduation Rate AMOs for any ESEA subgroup with N greater than or equal to 25 are required to engage in deeper analysis of the ESEA subgroup data, plan appropriate interventions for inclusion in ACSIP, and support these interventions with aligned human and financial resources sufficient to ensure successful implementation. To reiterate, all schools, including Achieving High Schools on a three-year or annual ACSIP cycle, must address the needs of all ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance and graduation rate by addressing these needs with specific interventions in their ACSIP that align strategies, human capital and financial resources necessary to support the interventions.
- Districts continue to submit ACSIP annually when any schools within the district are required to submit annual school ACSIP, regardless of whether the district is classified as Achieving or Needs Improvement. The district ACSIP must address aligned support and/or interventions as appropriate for all schools, including Achieving Schools on a three-year or annual ACSIP cycle, for ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance, growth and/or graduation

rate and must ensure sufficient human capital and financial resources to support the successful implementation of interventions.
- The incentives for districts to meet AMOs and receive an Achieving status are embedded within the incentives for schools and the level of autonomy a district is granted based on school status.

This addressed several USDE considerations. Through DARTSS, Achieving Schools have further differentiated consequences: those who meet AMOs for Performance *and* Growth enter into a three-year cycle for continuous improvement planning with the caveat that the three-year cycle is discontinued any year the school does not meet AMOs for Performance *and* Growth. Further, if these schools have any ESEA subgroups with 25 or more students that do not meet their AMOs, the ACSIP must include interventions for these subgroups to be implemented and monitored over the three-year cycle. Achieving Schools that do not meet for both subjects for Performance *and* Growth must continue an annual ACSIP cycle that attends to the needs identified through deeper analysis of All Students, TAGG and ESEA Subgroup performance and growth. Their ACSIP plans must align strategies, human capital and financial resources necessary to support the interventions for the TAGG, All Students and/or any ESEA subgroup that meets the minimum N of 25 but does not meet the AMO.

To clarify, schools are considered Achieving Schools on a three-year ACSIP cycle when the schools

- meet AMOs for both math and literacy for Performance and Growth, and
- for high schools, meet AMOs for both math and literacy for Performance and meet AMOs for Graduation Rate.

Schools are considered Achieving Schools on an annual ACSIP cycle when the schools

- meet AMOs for both math and literacy for Performance or Growth, and
- for high schools, meet AMOs for both math and literacy for Performance and meet AMOs for Graduation Rate.

To be identified as an Exemplary School All Students, TAGG, and all ESEA subgroups that meet minimum N must:

- meet AMOs for both math and literacy for Performance. By design, the individualized AMOs require a school to close performance gaps between All Students, the TAGG, and ESEA subgroups by requiring any group performing at lower level to make greater annual gains. Schools that meet their AMOs for all groups are on a trajectory to reduce all gaps with 100 percent proficient by half within 6 years.
- not exhibit significant achievement gaps between All Students and TAGG or any ESEA subgroup,
- meet 95 percent tested for All Students and the TAGG, and for high schools, meet AMOs for graduation rate without exhibiting significant graduation rate gaps for All Students, TAGG and any ESEA subgroup that meets minimum N. Significant gaps are defined under 2.C Reward Schools Significant Gaps.

Needs Improvement Schools are differentiated through public reporting of their label as Needs Improvement, Needs Improvement Focus School or Needs Improvement Priority School. In addition,

Needs Improvement Schools that are not classified as Focus or Priority are differentiated within this classification by their progress compared to their AMOs. Needs Improvement Schools may meet for most, some, or few of the ESEA subgroups. This information is transparently provided through the ESEA Accountability reports (Figures 10 and 11). Using Needs Improvement reports and summaries of progress against AMOs, the ADE can identify areas of needed improvement and subsequent differentiated consequences. For example, a high school may be Needs Improvement if the school meets the Performance and/or Growth AMOs for literacy for All Students and the TAGG, but Graduation Rate AMOs are not met for both All Students and the TAGG. In this example, the school would be Needs Improvement for their Graduation Rate deficiency, and would be required to address the Graduation Rate concerns for any group, including ESEA subgroups that meet the minimum N of 25, that did not meet the AMOs for Graduation Rate within their annual ACSIP.

For ESEA Accountability Reports and Arkansas's Annual School Performance Report Card, ADE reports the progress of All Students, the TAGG, *and* all ESEA subgroups with 10 or more students as compared to their AMOs. Schools are required to address the needs of the All Students group, the TAGG, and any ESEA subgroup with 25 or more students that fail to meet their expected AMOs through ACSIP. Schools in Needs Improvement engage in deeper analysis of areas identified through DARTSS as failing to meet AMOs, and identify evidence-based practices or interventions to serve the needs identified in analysis. The Student GPS system provides schools with tools to dig deeper into performance, growth and other indicator trends. The school and district ACSIP are required to demonstrate alignment between the needs identified through data, the interventions and practices proposed, and the human and financial resources allocated to support these efforts sufficient for their success in order to be approved by ADE. Further, ADE reviews all annual and three-year ACSIP plans for approval to ensure required elements and alignment of interventions, strategies, human and financial resources to the needs identified through annual accountability AMOs and deeper analysis.

Arkansas requires districts to report school and student progress and performance annually. (Arkansas Ann. Code § 6.15.1806) Districts are required to inform parents of student progress and performance on Arkansas's state-mandated assessments and on Norm Reference Tests (NRT). Districts must provide School Performance Reports to the local newspaper annually. The ADE publishes annual School, District and State Performance Reports on the department website at https://adedata.arkansas.gov/ Additionally, districts are required to publish schools' ACSIP on districts' websites in order to ensure transparency of the school improvement process. Through web-based reporting, stakeholders may access critical school performance indicators and schools' approved ACSIP designed to address schools' identified needs.

Another safeguard for students not meeting annual grade level expectations is the state required Academic Improvement Plan and Intensive Reading Intervention requirements. Arkansas Code § 6.15.1803(a)(2) requires any student not meeting proficiency standards in the previous spring to participate in remediation and/or intervention activities outlined in an individual Academic Improvement Plan (AIP) or Intensive Reading Intervention (IRI) for primary students scoring Below Basic in reading. Schools must notify the parent(s) of this requirement and inform the parent(s) of his/her role and responsibilities and the consequences for the student's failure to participate in the plan. Retention is the consequence outlined in the law for students who do not participate in the AIP or IRI. The requirement of an AIP or IRI (in the case of primary reading deficiency) for students not Proficient in math, literacy or science, provides an additional safeguard for all students, particularly students who are members of ESEA subgroups that may not meet the minimum N for accountability for the group at

the school level. Accountability for students' participation in remediation and/or intervention to attain grade level proficiency ensures that students needs are addressed regardless of ESEA subgroup size. The Arkansas Student Intervention System, housed at https://adedata.arkansas.gov/asis/ , provides schools with an electronic means to monitor student progress. This browser-based software allows schools to manage the RTI data and record keeping elements in a time-efficient manner.

Multi-tiered Support System: Incentives, Interventions and Supports

DARTSS results in determinations for all schools and districts as Achieving or Needs Improvement, and in particular Exemplary, Focus and Priority Schools. Accountability determinations result in all schools receiving a classification of Achieving or Needs Improvement based on meeting their AMOs as described in Section 2.A. Within the broader accountability framework, Exemplary Schools will be identified annually as described in Section 2.C. Needs Improvement Focus Schools and Needs Improvement Priority Schools will be identified using 2012 through 2014 assessment results to differentiate further among degrees of school performance. Within Achieving and Needs Improvement categories ADE proposes to differentiate recognition and consequences based on the degree of excellence or needs as determined by schools' and districts' Performance, Growth and Graduation Rates. Arkansas's approved flexibility includes a careful plan for providing a congruent differentiated system of reward/recognition, incentives, interventions, and supports.

ADE recognizes that plans for accountability and support must be cognizant of what is workable and manageable given the capacity and resources of the agency. ADE has benefited from ESEA Flexibility by targeting resources where they are most needed and resisting the temptation to spread available resources too thinly. ADE has recognized exemplary performance and progress and increased transparency to proclaim the degree of achievement concerns and/or gaps where they exist. The incremental improvements proposed for DARTSS through renewal provides enhancements to the blueprint used to accomplish the aforementioned goals by aligning recognition, supports, engagement and interventions based on the degree of needs revealed through accountability measures. ADE constantly monitors the effectiveness of DARTSS, making mid-course corrections where necessary to jump-start stalled improvement efforts or misaligned improvement efforts.

DARTSS accountability levels, supports, engagement, and interventions are summarized as follows.

- Exemplary Schools:
  - Recognition and/or reward;
  - Very low engagement by ADE SSOS except to support/coordinate Model School activities;
  - 3-year ACSIP cycle with ADE review and approval of plan;
  - High district autonomy.
- Achieving Schools Meeting Performance AMOs *and* Growth AMOs (and Graduation Rate AMOs for high schools):
  - Very low ADE SSOS engagement;
  - 3-year ACSIP cycle with ADE review and approval of plan;
  - High district autonomy
- Achieving Schools Meeting Performance AMOs *or* Growth AMOs (and Graduation Rate AMOs for high schools):
  - Very low ADE SSOS engagement;
  - 1-year ACSIP cycle with ADE review and approval of plan;

- High district autonomy;

- Needs Improvement Schools:
  - Low to moderate ADE SSOS engagement differentiated based on degree of identified needs;
  - 1-year ACSIP cycle with ADE review and approval of plan;
  - Low to high engagement of regional support center staff and resources for local, customized support;
  - Moderate district autonomy with the degree of ADE engagement differentiated based on progress of Needs Improvement Schools or persistence of gaps and other areas of need.
    - Schools that demonstrate a lack of progress in performance, graduation rate, or closing the achievement gaps after interventions will be subject to increasing state direction of interventions and funding allocations.
- Needs Improvement Focus Schools:
  - High SSOS engagement;
    - ADE School Improvement Specialist (SIS) approval of Targeted Improvement Plan (TIP) and resource/funds allocation,
  - 1-year ACSIP (with ADE review and approval) with TIP interventions and quarterly measurable objectives embedded;
    - Schools must demonstrate alignment of federal and National School Lunch Act (NSLA) fund allocations sufficient to support implementation of interventions;
  - High engagement of regional support center staff and resources;
  - Low district autonomy;
    - ADE approves interventions,
    - District and school leadership teams required,
    - District assigns locally-hired site-based SIS or optionally an external provider to monitor,
    - Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information as described in Principle 3.
- Needs Improvement Priority Schools:
  - Very high SSOS engagement;
    - ADE assigns SIS to approve interventions & resource allocations,
    - ADE SIS monitors implementation;
    - 1-year ACSIP (with ADE review and approval) with PIP interventions and quarterly measurable objectives embedded;
    - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;
  - Low district autonomy;
    - District assigns locally-hired site based SIS or optionally an external provider,
    - District and school leadership teams required,
    - PIP interventions must address all seven turnaround principles including district replacing school leader and addressing teacher effectiveness needs,
      - ADE may require leader replacement if lack of progress in the first year (SIG requirement),
      - Local evaluation process and progress on PIP may be used to ensure teacher effectiveness in Priority Schools.

- Priority schools' staff and leaders will participate in TESS training prior to the 2013-2014 school year, and pilot TESS during the 2013-2014 school year;.

- Lack of progress on interim benchmarks results in state direction of interventions as well as federal and NSLA funds,
- Continued lack of progress on interim benchmarks and/or annual AMOs may result in district academic distress.

Differentiated consequences for districts are embedded in the consequences for Achieving, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority Schools as indicated by the differentiated levels of district autonomy related to school designations. Districts with Exemplary Schools and Achieving Schools that meet Performance AMOs and Growth AMOs (and Graduation Rate AMOs for high schools) will have the most autonomy. At the other end of the accountability spectrum, districts with Needs Improvement Focus and/or Priority Schools have the least autonomy. Thus, districts are incentivized to support their lowest performing schools in their improvement efforts to achieve the greatest autonomy. When this doesn't occur, and low performing schools fall into academic distress, state statute and rule provide response mechanisms to intervene on behalf of students and parents within these schools.

Re-conceptualizing Arkansas's Statewide System of Support (SSOS) was a fundamental factor in the development of this multi-tiered system of support. The ADE has adopted a careful balance of flexibility as incentive to build capacity for locally-based, data-informed decisions with a revised role as an initial collaborator to support local decisions and oversight as necessary when local efforts do not achieve attended implementation and results.

The ADE approach to providing a multi-tiered support system is to assist schools and districts to make informed decisions regarding continuous improvement from the "bottom-up as much as possible and top down as much as necessary," as delineated above. ADE has supported school and district level development of continuous improvement plans through ACSIP which included an annual review and approval of the plan. *ADE-continues to review and approve (where appropriate) all ACSIP.* However, the level of engagement by ADE in the needs assessment and planning process varies based on schools' and districts' degree of need for support or intervention. This approach has several advantages. Through the changes in accountability designations provided through ESEA Flexibility, ADE School Improvement Staff are able to support and/or intervene based on the degree of need as determined by the achievement, growth and graduation rate indicators and implementation indicators in the system. Those with the greatest needs receive the most intensive interventions and support from the start. The incentive of flexibility in set asides for Title I, Part A funds through Flexibility enables district and school leadership to build their local capacity for decision-making and holds them accountable for the outcomes of those decisions where high to moderate district autonomy is appropriate. Collaborative support from ADE SISs, School Support Teams (SST) and state/regional/local content specialists facilitates knowledge and skill building for leaders and teachers. Again, the level of intervention and support are greater for Needs Improvement Priority and Needs Improvement Focus Schools, and the levels of district autonomy are lower as is appropriate for districts with these schools. Oversight for implementation of interventions is responsive to the level of intervention need and the level of local response. Needs Improvement Priority and Focus Schools begin with greater oversight and involvement of ADE SIS compared to all other schools. Districts and schools begin with more flexibility for local control of resources and decisions. Progress in turning around student performance, improving

instructional effectiveness and closing achievement gaps determines whether flexibility for decisions and use of Title I, Part A funds remains in the hands of local leadership or must shift to increasing ADE oversight, or advance to state direction and/or District Academic Distress Status and state sanctions.

ADE utilizes a regional approach to customize support available to schools and districts that allows districts to pool some of their resources within Regional Education Cooperatives (REC) to meet professional development and other systemic needs. In collaboration with partner organizations such as regional STEM centers and Education Renewal Zones, among other partners, RECs support schools and districts in self-assessment and planning, developing effective leadership and instructional practices; and provide training, modeling, and facilitation of the use of ADE resources and tools to support improvements. Districts have a strong incentive to participate in REC activities because they add value and needed capacity, provide customized professional development and other supports; and serve as an avenue for networking, particularly in Arkansas's rural communities. This collaborate relationship between districts and the RECs builds trust and a climate of support. Superintendents participate in governance of RECs as members that constitute their boards of directors.

Each REC is led by a director who is a proven educational leader based on his or her prior record of accomplishment. These directors bring a deep understanding of the local, civic, cultural, economic, and educational context and the ability to meaningful engage local stakeholder groups in their work. The directors are supported by teacher center coordinators who interact with the instructional corps within the region to analyze needs and provide resources and support. RECs employ a variety of specialists to support local districts in technology, data use, core instructional areas, EL programs and SWD programs.

Needs Improvement Focus and Needs Improvement Priority School Interventions begin with ADE SIS and/or external provider facilitated deep diagnostic analysis of systems that support student instruction and family/community engagement. District and school leadership teams are created to develop local structures that support systemic changes and continuous improvement. Needs Improvement Priority Schools have more systemic needs and their planning and oversight processes reflect this difference in degree. Needs Improvement Focus Schools vary in their intensity and needs and the planning and oversight processes reflect this as well. The re-conceptualized SSOS and the redefined roles of ADE's School Improvement Staff through ESEA Flexibility have enhanced the ADE's capacity to meet the support and monitoring needs of all schools. The following general timeline guided the transition to ESEA Flexibility and has been extended to articulate the timeline for Flexibility Renewal.

Implementation Timeline
February 2012

- Exemplary, Priority and Focus Schools preliminarily identified using 2011 CRT results and other indicators as outlined in Sections 2.C.-2.E.
- Preliminary individualized school, district and state AMOs calculated for All Students, TAGG, and ESEA subgroups using 2011 CRT results.

Spring/Summer 2012

- Exemplary, Priority and Focus Schools determined using 2011 CRT results and other indicators as approved by USDE in the Flexibility request process.
    - Priority and Focus Schools announced. School and district leadership meet with Commissioner and ADE Learning Services and Accountability Divisions' staff to initiate

Priority and Focused Improvement Processes.
  - Exemplary Schools announced and recognized. Exemplary Schools' district and building leaders meet with Commissioner and ADE Learning Services and Accountability Divisions' staff to initiate model school activities. Exemplary Schools will be recognized through a variety of public media and will serve as model schools for leader and teacher development to build capacity for improving achievement in similar schools from across Arkansas.
- Individualized School AMOs are published for All Students, TAGG, and ESEA subgroups using 2011 CRT results.
- Division of Learning Services and Accountability undergo restructuring to ensure alignment of personnel and resources to support planed interventions and support for Priority and Focus Schools, as well as all other schools.
- Communications plan operationalized to inform stakeholders of changes in accountability system and integration with CCSS, PARCC and TESS implementation.
- 2012 CRT results used to calculate 2012 Accountability Reports for schools, districts and state.

School Year 2012-2013

- Exemplary Schools recognized and model school activities initiated as per timeline provided in Section 2.C.
- Priority and Focus School intervention activities initiated as per timeline provided in Section 2.D.
- Accountability determinations for all schools and their districts released, supports and interventions for all schools initiated.
  - Accountability Status Determination
    - Meet proficiency gap AMOs (prior year or 3 year proficiency rate)—All Students and TAGG, or
    - Meet growth gap AMOs—All Students and TAGG (will include high schools once PARCC assessments are fully implemented)
    - High Schools meet proficiency gap AMOs ***and*** graduation rate gap AMOs—All Students and TAGG.
    - Apply Minimum N of 25.
  - Concomitant and transparent reporting of ESEA subgroups' progress provides an early warning system regarding students within the TAGG that may be contributing to schools' overall achievement gap.
    - Report progress toward meeting proficiency gap AMOs (prior year or 3 year proficiency rate)—All Students, TAGG, and ESEA subgroups.
    - Report progress toward meeting growth AMOs— All Students, TAGG, and ESEA subgroups.
    - Report high schools' progress toward meeting graduation rate AMOs—All Students, TAGG and ESEA subgroups.
- Apply confidentiality N of 10 for reporting purposes.
- School-based review of All Students, TAGG and ESEA subgroup indicators is augmented at the school level by the use of deeper diagnostic data collected locally to inform the micro-level view of strengths and obstacles to closing achievement gaps.
- Schools' revise their ACSIP to replicate successes where applicable, and to address identified obstacles and concerns where needed.
- The ACSIP (continuous improvement plan) is submitted for ADE approval.
  - Every three years for Exemplary and Achieving schools that maintain an Achieving status

during that period.

- Annually for schools designated as Needs Improvement.
  - Districts are the primary vehicle to support and intervene for school improvement efforts for schools that are not identified as Focus or Priority Schools.
  - Districts have primary responsibility for schools not identified as Focus or Priority Schools with oversight by ADE.
  - The ADE will provide coordinated web-based resources to support districts' efforts and will analyze regional impact and implementation data to coordinate district resources through regional educational cooperatives, Education Renewal Zones and regional math and science centers.
  - District monitors interim and annual progress.
  - ADE monitors and holds districts accountable for annual progress of Needs Improvement schools that are not Priority or Focus Schools.
- Systemic intervention and support for Priority Schools (Section 2.D.).
- Focused intervention and support for Focus Schools (Section 2.E.).

Spring 2015

- Priority and Focus Schools preliminarily identified using 2012-2014 CRT results and other indicators as outlined in Sections 2.D.-2.E.
- Schools maintain (pause) status from 2014 except for newly exited Priority Focus schools (using letter grade and gap criteria) and newly identified Priority and Focus schools.

Fall 2015

- Upon receipt of new assessment scores, 2015 AMOs set and school, district and state performance reported against 2015 AMOs.
- Data modeling continues to consider options for new growth metrics under new assessment.
- New Priority and Focus Schools complete needs assessments and plans as described in Sections 2.D. and 2.E.
- New Exemplary schools are named from new test scores based on performance, graduation rate and performance/graduation rate gaps.

Spring 2016-Fall 2017

- Identify strategies for AMO calculations based on new assessment scores and new performance level definitions. Identify strategies for use of growth in DARTSS and statistically model the strategies within status determination to prepare for status determination in 2016.

DARTSS, in conjunction with tools available through the state longitudinal data system and Student GPS Systems, provide the requisite infrastructure to support a data-informed culture at all levels of Arkansas's educational system (P-20+). The ADE recognizes the importance of modeling and supporting continuous improvement processes, thus Arkansas has continuously studied the impact of its accountability system on the desired outcomes, and participated in ESEA Flexibility and prior flexibility offered through federal Pilot Growth and Differentiated Accountability models in its efforts to refine the state's ability to impact all students. These iterations of accountability have provided valuable information as Arkansas seeks to refine further its accountability system through this flexibility renewal. The proposed elements in this renewal are founded in lessons learned through the iterative process of using multiple measures and feedback to inform policy and practice decisions.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☒ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: ***a.*** provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and ***b.*** include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Assessments included in DARTSS

Arkansas's Comprehensive Testing, Assessment and Accountability Program (ACTAAP) included criterion-referenced tests (CRTs) for all students in math and literacy at Grades 3 through 8 and Grades 5 and 7 for science. At the high school level, Arkansas required all students to complete End of Course Exams in Algebra, Geometry and Biology, as well as a Grade 11 Literacy Exam. In 2015, Arkansas students in grades 3 – 10 completed the PARCC and NCSC assessments in math and literacy, and continue to complete CRTs in Grades 5 and 7 science along with an End of Course Exam for Biology. SWD and ELs participate in these required assessments with or without accommodations as specified in their Individual Education Plans (IEP) or English Language Acquisition Plans (ELPA). Students with the most significant cognitive disabilities participate in the required assessments by completing the NCSC exam. The NCSC exam will continue to be used as the required math and literacy assessment for students with significant cognitive disabilities for 2016 and beyond.

Act 1074 of the 90th General Assembly requires the State Board of Education to not renew its role as a governing state or its participation with the Partnership for Assessment of Readiness for College and Careers or enter into any contract or agreement in excess of one year related to statewide assessment for public school students after the 2015-2016 school year or any year thereafter. This same Act required the State Board of Education to take into consideration assessment recommendations made by the Governor's Council on Common Core Review.

On June 8, 2015 Governor Hutchinson accepted the Council's early recommendation to enter into

negotiations with ACT/ ACT Aspire for the 2015-2016 school year. On June 11th the State Board of Education did not approve a motion to enter into negotiations with ACT/ACT Aspire. The State Board of Education approved a motion to enter into a one year contract to administer the PARCC for the 2015-2016 school year.

At this time, the ADE has not entered into an assessment contract for the 2015-2016 school year. The timeline for the resolution of this matter is still unclear. The ADE will work with the State Board of Education and the Governor to resolve this matter. Arkansas will administer either the PARCC or another compliant assessment in 2015-2016. Should another assessment be selected, the ADE will work with the State Board of Education and the Governor's office to ensure the assessment meets the requirements set forth by the United States Department of Education (USDE) and supply the appropriate documentation to the USDE. At that time, the ADE will submit an amendment to its ESEA Flexibility renewal accompanied by the required documentation.

The documentation will include the following: (1) The process and timeline for development of test blueprints and item specifications; (2) the review and selection of items for inclusion in the assessments; (3) scaling and scoring procedures to be used; (4) test administration procedures, including selection and use of appropriate accommodations; (5) data analyses proposed to document validity and reliability of the assessments; (6) an independent evaluation of alignment of the assessments with the State's college- and career-ready standards; (7) the process and timeline for setting college- and career-ready achievement standards and the method and timeline to validate those achievement standards; and (8) meaningful report formats to communicate results to students, parents, and educators.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. ***i.*** Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. ***i.*** Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. ***i.*** Provide the new AMOs and an explanation of the method used to set these AMOs. ***ii.*** Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. ***iii.*** Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. https://adesrc.arkansas.gov/

Method for Calculating Proficiency and Growth AMOs

As indicated in Principle 1, Arkansas has transitioned from its Benchmark and End of Course Examinations to the PARCC in 2015. This transition is accompanied by a number of challenges that must be addressed in ESEA Flexibility Renewal. The Technical Advisory Committee for Public School Accountability for Arkansas provided the following points regarding assessment scores during the transition years. These facts form the justification for the Agency's proposed pause in ESEA status determinations for 2015 and the proposed transition of AMOs.

Administration Issues during the Transition Years

1. First and most important are concerns about (first-year) use of online testing via computer. These are centered on documented differences in the adequacy of computer facilities and lack of training in using computer for testing on the part of many students, particularly those in low-income groups. For example, students at lower grade levels may not have acquired skills and experience in using online tools to solve mathematics problems. As a consequence, test scores for these students may not fully reflect their achievement on the items tested.

2. Questions are raised on the use of a mixture of online and paper-and-pencil (P&P) modes for test administrations. Some Arkansas districts are using P&P mode for all students. Some other districts that use online testing will also have some students with P&P mode. Online and P&P forms are intrinsically different from each other because online forms use a number of technology-enhanced items and where P&P forms do not. Even if PARCC has been very diligent in making online and P&P forms as equivalent and with comparable scores to the feasible extent, concerns are raised on potential interaction between test administration modes and major student demographics such as income level.

3. Lastly, PARCC is a new testing program with considerably demanding content standards. It is therefore expected that, as students become more familiar with the tests and instruction emphasis is more geared to new content areas, considerable student improvement is expected in subsequent years (as is well-known in other new testing programs). Thus the testing environment may be considered as not fully stable in the first few years of PARCC assessments.

Timing and Nature of PARCC 2014-15 Test Result

It is anticipated that a digital format of raw test data will be available in August 2015. (It will not have scores that are interpretable at this stage of analysis.). Scale scores are expected to be available in November but the scale has not been specified.
Assessment results from the 2015 PARCC assessments in Grades 3-10 English/Language Arts, Grades 3-8 mathematics, algebra, and geometry will be used to calculate and report against AMOs in 2015 as required by ESEA. The AMOs will be for the following groups for all schools:

- All Students (Combined Population)
- Targeted Achievement Gap Group (TAGG)
- African American Students
- Hispanic Students
- White Students

- Economically Disadvantaged Students
- English Learners (EL)
- Students with Disabilities (SWD)

Arkansas proposes to use the percentage of students meeting or exceeding the grade level standard on the PARCC for the school(s) at the 20th percentile rank of statewide distribution of school performance on the PARCC for math and for ELA due to the aforementioned reasons. The grade level standard will be determined through the standard setting process. This will provide stakeholders and educators with information on status and achievement gaps regarding students' status as CCR for the 2015 school year.

Following the reporting of the 2015 school, district, and state results against these AMOs, the Agency will use 2015 PARCC, as well as historic trends and patterns in assessment results, to model various AMO calculations to determine the best course of action for setting AMOs through the 2018-2019 school year.

Proficiency AMOs

For the transition year of 2015, AMOs will be calculated based on the school performance at the 20th percentile rank of the state distribution. The AMO for each subject for each group will be set at the percentage of students meeting or exceeding the grade level standard as determined through the standard setting process. For 2016 and future years, individualized school, district, and state performance AMOs will be determined after review and modeling based on 2015 results.

Growth AMOs

Individual student growth from year to year will not be available for the PARCC assessment until the 2015-16 assessment. The utility of any PARCC-based growth scores depends on sufficient variability in student test scores. With high concentration of test scores at the lower end of the distribution (as expected for the first few years), growth scores such as SGPs need to be interpreted with care and due diligence. Although the PARCC assessment will include individual SGP scores for students, the use of these scores at the school, district, and state level may take several different forms. The Agency will review the distributional characteristics of scores for 2015 and 2016 and work with the Technical Advisory Committee and stakeholder groups prior to proposing a particular growth metric at the aggregate levels for ESEA Flexibility purposes.

Graduation Rate AMOs

Baseline graduation rates for 2010 were used to determine AMOs using Option C. The 4-year adjusted cohort graduation rate represents the percentage of students graduating out of the students expected to graduate. The percentages of students not graduating in 2010 were calculated at the school, district and the state levels for All Students, TAGG and ESEA subgroups. The percentage of students *Not Graduating* represents the *Graduation Gap* for each group within the school. Under Option C, the *Graduation Gap* must be reduced by half by 2017. Table 9 provides an example of the calculations within a school, district and the state for All Students and the TAGG. ESEA subgroups were also calculated for all schools, districts and the state using the same procedure.

Arkansas uses a lagging graduation in accountability; therefore, graduation rate AMOs will be calculated using 2010 cohort graduation rate.

Table 9.

Sample Graduation Gap and Annual Measurable Objective Calculations

All Students' Graduation Rate AMOs	TAGG's Graduation Rate AMOs
76% Graduation Rate = 24% Graduation Gap	52% Graduation Rate = 48% Graduation Gap
12% = Graduation Gap (24) ÷ 2	24% = Graduation Gap(48) ÷ 2
2 Percentage Points = Annual Increase (12% ÷ 6)	4 Percentage Points = Annual Increase (24% ÷ 6)
2012 AMO = 76 + 2 = 78% Graduation Rate	2012 AMO = 52 + 4 = 56% Graduation Rate
2013 AMO = 78 + 2 = 80% Graduation Rate	2013 AMO = 56 + 4 = 60% Graduation Rate
2014 AMO = 80 + 2 = 82% Graduation Rate	2014 AMO = 60 + 4 = 64% Graduation Rate
2015 AMO = 82 + 2 = 84% Graduation Rate	2015 AMO = 64 + 4 = 68% Graduation Rate
2016 AMO = 84 + 2 = 86% Graduation Rate	2016 AMO = 68 + 4 = 72% Graduation Rate
2017 AMO = 86 + 2 = 88% Graduation Rate	2017 AMO = 72 + 4 = 76% Graduation Rate

Prior to 2015, Arkansas elected to set individualized AMOs for each school, district and the state based on 2011 performance and growth consistent with Option C. This option ensured schools that were furthest behind had to make the largest gains. This option also addressed several concerns expressed by stakeholders in the regional public meetings. Specifically, stakeholders were concerned that existing AMOs did not recognize the diversity of starting points in performance across the state. Schools and districts that had started with very low percentages of students meeting proficiency had made progress, but because they had started 20-30 points behind the initial AMOs, these schools or districts were struggling to get credit for improvement. The individualized AMOs provide ambitious and achievable goals for schools by acknowledging each schools' starting points, yet requiring each school to close the gap with 100 percent proficiency, 100 percent growth, and 100 percent graduating by the same proportion within six years.

Due to the aging of the Arkansas Criterion-Referenced Exams and the transition to PARCC assessments, individualized AMOs will be paused for 2015 and the percentage of students at the 20th percentile rank of the school distribution will be used for the transition year.

LEAs will be required to report on district and school report cards the performance of all subgroups against established LEA AMOs. The ADE will set AMOs for the SEA and report progress. The ADE will reset AMOs upon full implementation of the PARCC assessments in 2014-2015.

Schools that change configuration within a district and new schools will be held accountable for the district level AMOs. Once the first year of testing for these schools is complete, individualized AMOs will be calculated to close the gaps within six years.

A listing of all schools and their AMOs is provided as a data file in an Excel spreadsheet.

Baseline Performance, Growth and Graduation Rate Distributions

New baseline performance and growth distributions will be calculated; performance in 2015 and growth in 2016.

Graduation rate distributions for baseline are provided in Figure 15.

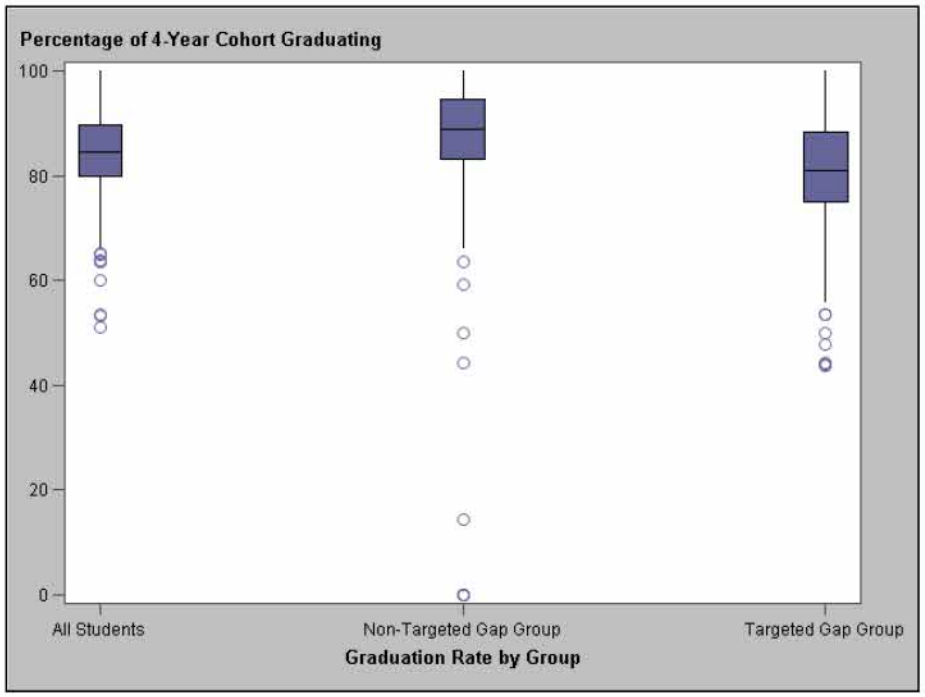


Figure 15. Graduation Rate for All Students and Targeted and Non-Targeted Achievement Gap Group.

A concern of stakeholders communicated through the regional meetings and follow-up draft review meetings was that of high performing schools receiving a label of Needs Improvement simply because their proficiency gap is so small in 2011 and their AMOs would place them in the range of performance that is most difficult to exceed consistently on an annual basis, strictly due to random error. For example, a school at 94.5 percent proficient in 2011 demonstrates exemplary performance, scores 94.5 percent again in 2012, but because they must increase to 95 percent the school becomes a Needs Improvement School. Stakeholders communicated concerns about the validity of a system that would penalize a school where 94.5 percent of its students meet grade level benchmarks. The use of a three-year weighted average or the most current year percentage provides some relief from being mislabeled because the three-year weighted average is more stable. However, the students included each year will vary as these calculations are based on cross-sectional data.

The ADE proposes to continue give schools and districts full credit for meeting AMOs when the Performance, Growth or Graduation Rate meet or exceed the baseline percentage at the 90th percentile rank of the state school-level distributions for Performance, Growth or Graduation Rate. The percentages associated with the 90th percentile rank of the state distributions at baseline

are provided in Table 2.7.1. This safeguard ensures schools and/or districts demonstrating high-performance, high-growth and/or high graduation rates are not penalized for variations due to measurement error rather than a true decline in performance, growth or graduation rate.

Table 7. *Percentages Associated with the 90th Percentile Rank in the 2012 State School-Level Distributions*

	Literacy for All Students	Math for All Students	Graduation Rate for All Students
Performance—Percent Proficient	TBD*	TBD	
Growth—Percent Met Annual Expected Growth	TBD	TBD	
Graduation Rate			94

* To be determined

- The annual school performance report is available at http://arkansased.org/testing/performance_report.html

School, District and State AMOs

The AMOs for performance for 2015 will be determined as described above, and will be provided following the availability of 2015 scale scores and performance levels. The AMOs for graduation rates based on 2010 results remain unchanged from the original ESEA Flexibility proposal.

- Grade level state performance is provided at https://adesrc.arkansas.gov

The state assessments used in Arkansas for accountability in 2014 were administered for the final time in Spring, 2014. Students completed PARCC assessments in 2015. A major issue for ADE is determining appropriate procedures for measuring changes in student performance aggregated at the group level, such as schools, school districts, and major reporting sub-groups identified in various ADE accountability documents that meet the desired criteria put forth by stakeholders, specifically, to reduce complexity in the system where possible.

PARCC assessments are based on the Common Core State Standards (CCSS) and are delivered via computer-based modes. The construct (also known as content area and type of skills) and testing mode associated with the current ADE assessments are not identical with those of the PARCC assessments. These inherent differences limit the nature of student and group changes that can be meaningfully quantified based on student achievement from 2014 to 2015.

The ADE proposes to maintain their accountability status from 2014 during the 2014-2015 school transition in assessment for performance and growth as recommended by the TAC. Interventions to assist schools will be based upon areas of need as identified under the rating a school receives under the one category grading system implemented in the 2013-2014 school year.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

The ESEA Flexibility represented an opportunity to move existing disparate State and NCLB accountability systems toward a unitary approach to differentiated recognition and accountability. State law in 2012 posed a challenge to this unification in that existing state accountability specifications passed through Act 35 in the Second Extraordinary Session of the General Assembly in 2003 include specific language and performance rating systems reflect 2003 State and NCLB accountability provisions (Arkansas Ann. Code § 6.15.21). Exemplary Schools methodology provides for recognition of schools demonstrating high performance and high progress, along with several safeguards to ensure performance and progress are not attained at the expense of other indicators such as achievement gaps and graduation rates.

The ADE is using the DARTSS accountability designations and associated methodologies in 2.C. through 2.E. to set the foundation for a unitary state and federal accountability system moving into the 2013 General Assembly.

Stakeholders indicated four types of performance that should be valued in Exemplary School designation. These include:

- Schools demonstrating high performance;
- Schools with high TAGG populations with high performance;
- Schools with high progress; and
- Schools with high TAGG populations with high progress.

Arkansas Annotated Code Sections 6-15-2107 (Attachment 16) specifies a School Recognition Program to provide incentives for outstanding schools identified under the state accountability performance ratings. ADE proposes to identify Exemplary Schools that satisfy the state criteria for high performance and high improvement and the ESEA Flexibility criteria for high performance and high progress. Selecting schools from the four categories valued by stakeholders ensures performance and progress are equally valued and fairly assessed given the diversity of school populations and that Exemplary Schools criteria are congruent with federal and state criteria for designation. ESEA Flexibility requires the additional criteria for schools that qualify for consideration as Exemplary Schools. These schools must not exhibit significant achievement gaps for any ESEA subgroups, and these schools must meet 95 percent tested for Combined Population and the TAGG in order to be considered for Exemplary School designation.

Schools are considered to have high TAGG populations when two-thirds of the students tested are members of the TAGG, i.e., economically disadvantaged, ELs and/or SWD. .

To determine Exemplary Schools for high performance, high progress, high-TAGG performance

and high-TAGG progress three years of scores were used to calculate a three-year weighted average percentage of students Proficient for math and literacy combined. The percentage for each school was determined by dividing the sum of all full academic year students tested who scored at or above Proficient at each tested grade for each of three consecutive years by the total number of full academic year students who tested for each of the three consecutive years. Combining the grade levels and the years for each school provides stability of the scores for accountability purposes. This process will undergo transition beginning in 2015. Exemplary schools will pause designation in 2015 and continue in 2016. In 2016 only two years of scores will be available for these calculations.

Schools' progress is determined by comparing the three-year weighted average percent meeting grade level expectations for the three most recent years to the three-year weighted average percent meeting grade level expectations for the prior three year period. This results in a change or progress score for each school. Schools are classified into three groups for ranking: K-5, 6-8 and 9-12 ranges. Arkansas schools have many different grade configurations, thus schools are classified within one of the three ranges based on the predominance of tested grades within the school. For example, a K-6 school would be classified in the K-5 range because the majority of tested grades (Grades 3-5) are in the K-5 level. A school serving Grades 5 through 8 would be classified as a 6-8 range. When a school has an equal number of tested grades for each range, the school is classified in the upper range.

To determine reasonable criteria for consideration as Exemplary Schools, the descriptive statistics for the distribution of performance and progress scores were calculated. Schools were included for consideration if they were ranked in the top of their range, and their scores were at or above the 99th percentile (K-5) or the 95th percentile (6-8 and 9-12). Schools were eliminated from Exemplary designation if subgroup performance demonstrated significant achievement gaps between All Students and the TAGG, as well as All Students and the largest within-school or TAGG gap.

In 2016 two years of scores will be available to calculate growth/progress of schools. If changes are needed to accommodate growth in lieu of progress an amendment will be submitted to that effect.

Significant Gaps

The within-school gap is the largest gap between the highest and lowest performing groups within the school. For example, some schools have the largest achievement gap between white and African American students, whereas other schools have the largest achievement gap between white student and SWD. Distributional analysis of the magnitude of the three-year average TAGG gap and the three-year average within school gap provided appropriate criteria for quantifying a significant gap.

Schools were eliminated from Exemplary School consideration if their TAGG and/or their largest gap (TAGG or within-school gap) are greater than the gap size at the 25th percentile of the gap size distribution. In other words, Exemplary Schools must be in the bottom quartile of gap size to remain in consideration for Exemplary School designation. The same process is completed for high progress schools.

A further check of graduation rates for high schools is completed to ensure high schools included for Exemplary School Status are at or above the median Graduation Rate of 83.78. Graduation Rate gap distribution is examined to determine an appropriate criteria for maintaining inclusion in Exemplary Status. The lower bound of the 50th percentile Graduation Rate gap was selected as the cut point for 2011. These additional constraints for Exemplary School eligibility are applied prior to finalizing the lists.

One consideration for future Exemplary Schools is that of Needs Improvement Priority and Needs Improvement Focus schools that make immediate and substantive process in turning around school performance and/or closing the achievement gap and find themselves at the top of the high progress rankings. At this time a school may not be named Exemplary unless it is Achieving, or has exited Priority or Focus school status.

Another consideration for future Exemplary Schools is that of ensuring performance, growth and Graduation Rates of ESEA subgroups (for ESEA subgroups that meet the minimum N of 25 within a school) are appropriate to the designation of exemplary. Schools are eliminated from consideration in the annual Exemplary School designation for high performance or high progress (among all schools and high TAGG schools) if the All Students, TAGG, and ESEA subgroups do not meet their annual AMOs for performance, growth and Graduation Rate when the group meets the minimum N of 25. This is especially important given the individualized AMOs help level the playing field for annual improvement. In the case of a school whose performance, growth or Graduation Rate AMOs exceed 94 percent, and the school achieves 94 percent for performance, growth or Graduation Rate, the school is retained for consideration.

2.C.ii Provide the SEA's list of reward schools in Table 2.

Given the high performance levels of the Arkansas CRT exams in 2011, most high performing schools were unable to meet the linear increasing targets for all groups as required for Exemplary status. One school was listed as Exemplary in 2014. This situation will be mitigated when Arkansas uses its new assessment to set new AMOs.

High Performance. One school qualified as Exemplary under performance.

High Progress.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The ADE consulted with representative stakeholders and with the Commissioner's Superintendent Advisory Committee regarding criteria for determining Exemplary Schools and incentives and rewards. Both groups indicated the following incentives are valued: reduction in paperwork requirements, recognition and financial flexibility and/or reward. Exemplary Schools are exempt from annual approval of ACSIP and submit ACSIP plans on a 3-year cycle provided these schools continue to meet accountability requirements to be designated an Achieving School (pp.79-81). The ACSIP flexibility for a 3-year cycle remains as long as the school maintains Achieving status and meets requirements for a 3-year cycle by meeting Performance AMOs *and*

Growth AMOs for All Students *and* the TAGG for math *and* literacy. For high schools the 3-year ACSIP cycle requires the high school to meet all Graduation Rate AMOs for All Students and the TAGG in addition to the requirement to meet Performance AMOs for math *and* literacy. This ~~will~~ reduces paperwork burden for these schools and recognizes that their current plans are working. The differentiated consequences among Achieving Schools are detailed in 2.A.i.a.

To distinguish among Achieving Schools that are designated as Exemplary Schools, additional rewards and recognitions apply. Exemplary Schools receive public recognition for their designation and serve a capacity building role in Arkansas as Model Schools that collaborate and share best practices with other schools around the state. The Arkansas Reading First Annual Evaluation Reports indicated Arkansas educators place a high value on job-embedded learning and coaching achieved through establishing model classrooms. Exemplary Schools may serve a similar capacity across the P-20 educational system by hosting opportunities to observe and discuss exemplary practices for practicing teachers as well as pre-service teachers. Additional funds will be requested to support Exemplary Schools' expenses related to travel to state and regional conferences to share best practices and to host school visits.

The Arkansas School Recognition Program s been revised to reward schools financially for high levels of performance and/or high levels of growth. Exemplary schools typically are among these schools receiving financial awards.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Method for Identifying Priority Schools

Calculations for Priority Schools are based on performance levels from Arkansas criterion-referenced assessments for the three most recent years of data at the time of calculation for Priority designation (2012, 2013, and 2014) for Grades 3 through 8, Algebra and Geometry End of Course Exams, and Grade 11 Literacy Exams. Percentages include all students completing a full academic year, as well as students completing an alternate assessment. Five percent of the 816 Title I schools identified in 2012-14 result in a minimum of 40 Title I Priority Schools, inclusive of SIG schools, and 6 non-Title I schools with commensurate low performance. Priority Schools are identified from among all schools in 2012-2014, high schools with graduation rates less than 60 percent over several years, and Tier I or Tier II schools using SIG funds for a school intervention model. Lowest performance is determined using the Added Ranks method in A-15 of the SIG FY2010 Guidance. This method was used to identify persistently low achieving

schools under Section 1003(g) and has consistently identified the lowest performing schools that have not shown progress within the prior three years.

To be eligible for Priority designation, a school must meet minimum N of 25 for each subject for the All Students group for each of the three years included in the calculation of the added ranks to ensure the sum of the added ranks are based on a sufficiently statistically stable number in each subject each year.

1. Schools were ranked on current performance based on 2014 academic achievement for mathematics and literacy combined using an added ranks method.
    a. Schools were sorted from highest to lowest for the percentage of students proficient in mathematics in 2014. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
    b. Schools were sorted from highest to lowest for the percentage of students proficient in literacy in 2014. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
    c. An overall rank for 2014 academic achievement was obtained by summing the ranks for mathematics and literacy. Lowest performing schools in 2014 had the highest summed ranks.
2. Schools were ranked on progress by utilizing the added ranks method 2013 and 2014 performance.
    a. Schools were sorted from highest to lowest for percentage of students proficient in mathematics for each year. Each school was assigned a rank value based on this order for each year, with 1 representing the highest ranked performance.
    b. Schools were sorted from highest to lowest for percentage of students proficient in literacy for each year. Each school was assigned a rank based on this order for each year, with 1 representing the highest ranked performance.
    c. Overall ranks for 2012 and 2013 were obtained by summing the ranks for mathematics and literacy.
    d. A 3-year progress ranking was obtained by summing the 2012, 2013 and 2014 overall rank values.
3. A final combined rank score was obtained by creating a weighted sum that included overall rank for performance in 2014 and the overall 3-year progress rank. Three-year progress was weighted 1.0 and 2014 performance was weighted .80, thus giving slightly more credit to schools that may have been low performing, but demonstrated progress during the three years.
4. The schools identified as persistently lowest-achieving were the bottom 5 percent of schools when sorted by the final combined rank score. Schools participating as Tier I or Tier II schools under SIG were included in the 5 percent.
5. The four year adjusted cohort graduation rate was used to identify schools with rates persistently below 60 percent.

2.D.ii Provide the SEA's list of priority schools in Table 2.

SIG Schools and others with masked identity, associated rank scores, and performance data are provided in Table 2. Additional Information on priority schools is provided as a data file in an Excel spreadsheet.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Existing structures for ADE technical assistance and monitoring for schools and districts in NCLB Improvement, coupled with existing sanctions of NCLB have had a limited impact on whole school achievement in persistently low achieving schools, and limited impact on the achievement gap in other schools, despite continuous improvement of student performance in math and literacy. Arkansas' pilot of differentiated accountability allowed the ADE to investigate the impact of focusing ADE's response based on the level of schools' needs and to identify obstacles to promoting changes in the effectiveness of district and school systems. The experience of working with the pilot differentiated accountability model has revealed patterns of dysfunction within schools that have not demonstrated improvement sought in student outcomes. Priority Schools have persistent, systemic improvement needs that are evidenced in academic expectations and school culture, as well as instructional, leadership and community engagement practices. Therefore, interventions must focus on identifying concerns at the educational system level and intervening within the entire system; both within the district's organizational and support system and their Priority Schools' organizational and instructional systems.

Schools are interdependent within their respective districts and achievement challenges are not isolated to a single campus within a district system, but may manifest to different degrees across schools in the district dependent upon many factors. Some factors are under the control of the school and others may be influenced by district level factors that are not easily mitigated within the school without district intervention and support. Therefore the ADE proposes to engage district leadership in diagnostic analysis and needs assessment in partnership with Priority School Leadership with oversight for quality and effectiveness provided by the ADE.

Under approved Flexibility the ADE requires Priority Schools to engage in comprehensive diagnostic analysis and needs assessment in tandem with an ADE SIS and SST from the ADE. Another concern in Priority Schools is the development of local capacity for continuous improvement. The interventions for Priority Schools are designed to build local capacity for leading change by providing flexibility for decision making with greater responsibility for outcomes. The interventions are aligned with the Turnaround principles as indicated in the implementation timeline. The timeline provides an outline of the basic elements of the ADE's required Priority School Intervention.

Under the Arkansas ESEA Flexibility, Priority Schools undergo a diagnostic analysis and needs assessment. The findings from this process are used to develop a 3-year Priority Intervention Plan (PIP). The diagnostic analysis process is-used to identify the barriers within the LEA and its associated Priority School(s) that have prevented development of a supportive school culture for high achievement. Priority Schools are given flexibility to use Title I funds previously set aside under ESEA Section 1116 (b) to support implementation of its PIP with approval from the ADE. The level of involvement of the lead SI specialist is deeper than in the prior differentiated accountability

models, particularly in ensuring the schools are meeting their interim measurable objectives and intervening earlier to hold schools accountable for progress. Schools are required to continue interventions under ADE SIS monitoring for three years once exited from Priority Status to ensure continuity of interventions and sustained progress.

Teacher and leader effectiveness are primary components for emphasis within the PIP. District involvement in the needs assessment and subsequent PIP development maximizes the opportunity for assessing leader effectiveness and ensuring an effective leader is in place or developed within its Priority School(s). In the event it is determined during the needs assessment that leadership must be replaced, the district will take this action prior to development of the PIP. The PIP is developed with participation of the new leader, rather than the leader being replaced. Likewise, district involvement in the PIP is essential to assessing teacher effectiveness and supporting a culture of change in instructional practice. Specifically, school leadership must have the flexibility, as well as the support of district leadership to ensure effective teachers are encouraged to remain in a district's Priority Schools, ineffective teachers are developed into effective teachers, and teachers that do not satisfy development criteria within the timeframe specified for improvement are recommended for nonrenewal. Further, districts play a central role in ensuring that effective teachers are incentivized to remain in or transfer to Priority School(s), and ensuring transfer policies do not inadvertently incentivize the movement of ineffective teachers to Priority School(s) through inter-district transfer policies that may prioritize hiring at Priority School(s) on factors that do not account for teacher effectiveness. The waiver of set asides under ESEA Section 1116(b) provides districts with flexibility to target funds to ensure effective teachers and leaders in Priority School(s) that may include incentives for effective teachers to transfer to or remain in Priority School(s), funds to support extensive job-embedded professional development through coaching and model classrooms.
All Priority Schools are required to utilize the Indistar School Improvement tool (software) to guide a self-assessment/needs assessment and assist with the development of the PIP. All Priority schools are required to align their PIP interventions with the turnaround principles using the Transformation Model.

- Replace the principal and grant the principal sufficient operational flexibility (including 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 if the needs analysis indicates the existing principal has not been effective and may not be effectively developed.
- Using 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
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are deigned to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
- Provide staff 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.
- 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.

- 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.
- 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.
- Establish schedules and implement strategies that provide increased learning time.
- Provide appropriate social-emotional and community-oriented services and supports for students.

The external provider must meet qualifications as outlined in the External Provider Requirements utilized for SIG. Requirements adhere to the following principles:

ADE uses greater specificity and rigor in its requirements and evaluation of external providers for Priority Schools. The ADE focuses on the extent to which providers' methodology is likely to result in systemic, sustained improvement. Requirements to be met for approval of external providers are based on the growing body of empirical evidence delineating effective elements of systemic intervention. Guidelines adhere to the following principles.

1. External providers will demonstrate expertise in evidence-based practices to build internal leadership capacity (scaffolded supports).
2. External providers will provide evidence of effectiveness in improving school performance (student and adult learning).
3. External providers will provide evidence of effectiveness in closing achievement gaps.
4. External providers will demonstrate how they will collaborate with other partners and community on a frequent basis.
5. External providers will demonstrate how they will collaborate with districts and schools in the development of a TIP or PIP within the ACSIP framework.
6. External providers must provide evidence of a proven track record—credible/valid results in other systems.
7. External providers will be required to use a systemic approach at the school, district, board, community and state level that is likely to build capacity at the local level when the external provider completes its partnership with the district. The external provider's systemic shall:
    a. Be grounded in research in effective school improvement.
    b. Develop instructional leadership at all levels of the system.
    c. Provide timely, frequent (weekly) support and reports to district and state.
    d. Incorporate a system for adult learning (Professional Development).
8. External providers shall provide ADE appropriate credentials and prior experience of staff.
9. External providers shall engage with the ADE Learning Services Division in effectiveness evaluations of the provider, district and schools.

This systemic approach to turnaround of priority schools applies to all levels within the educational system to ensure that change and continuous improvement occur. The focus is on increasing student and adult learning and leadership capacity within the school and district.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Implementation Timeline

Prior to the Start of 2015-2016 and through Year 1, Semester 1 (as needed):

- As early as possible following USDE approved flexibility request Commissioner announces and meets with Priority Schools' principals and their district superintendents.
- ADE assigns lead SIS to LEA and its Priority School(s) to provide technical assistance/support and monitor Priority Intervention Plan.
    - A SST with diverse content area expertise will be created and assigned for each Priority School and its LEA.
- Diagnostic analysis and needs assessment of school system:
    - Community/stakeholder input on school's strengths and challenges. Where applicable, districts partner with the Arkansas School Boards Association to use Study Circles methodology to gain stakeholder engagement and support *(Turnaround Principle 7: Community Engagement)*
    - Determine Leader effectiveness *(Turnaround Principle 1: Strong Leadership)*
        - School culture to support continuous improvement
        - Organizational structures to support continuous improvement
            - Allocation of human resources aligned with identified needs
            - Alignment of ACSIP interventions with identified needs
            - Allocation of financial resources aligned with identified needs
            - School schedule provides adequate time to support teacher collaboration for data use and instructional planning *(Turnaround Principle 3: Redesign School Day/Week/Year)*
            - Teacher team structure to support collaboration to meet students' needs *(Turnaround Principle 3: Redesign School Day/Week/Year)*
            - Alignment of professional development plans with identified needs of students and teachers
            - Teacher team effectiveness in data use, problem identification, problem clarification and problem solving to support instructional change
        - Accountability systems to support continuous improvement *(Turnaround Principles 1, 2 & 4: Strong Leadership, Effective Teachers, & Strengthening Instruction)*
            - A teacher effectiveness system to support continuous instructional improvement:
                - Presence and sufficiency of classroom walk through practices and teacher follow up
                - Alignment of teacher evaluation practices with student growth and achievement findings
            - School academic assessment practices and response to intervention practices to support instructional improvement and student

learning. *(Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement)*

- Valid and reliable screening, progress monitoring and interim assessments are used as part of a multi-tiered framework for responding to student learning needs.
- Data use is role-based and includes sources of data that are differentiated to provide appropriate information for leadership decisions and instructional decisions.

- School classroom management/student behavior management practices *(Turnaround Principle 6: School Environment)*
  - A positive behavior and instructional support system is evident and used to improve learning environment. *(Turnaround Principle 5: Collaborative Use of Data for Improvement)*

- Determine Teacher effectiveness
  - Diagnostic analysis of instructional program effectiveness *(Turnaround Principle 2: Effective Teachers)*
  - Immediate recommendations for professional development, support and/or intervention beginning Semester 2.

- Leadership teams established at school and district level to build leadership capacity of school and district. *(Turnaround Principle 1: Strong leadership)*

Priority Schools that failed to exit after year 3 (Priority Year 4)

- Must review/revise all of Year 1 first semester actions listed above to identify what interventions were taken during the prior 3 years and the effectiveness of the interventions.
  - Continue intervention that are effective and/or conduct a new Diagnostic Analysis
  - Must review and revise current PIP to include effective interventions and new areas as determined by the new Diagnostic Analysis and ADE
- LEA's must reconstitute their District Leadership Team to address/align support for their Priority Schools that failed to exit status.
  - District Leadership Team is required to participate in Leadership Team Training provide by the ADE
  - District Leadership Team are required to meet at least monthly and submit agenda's, minutes, and sign-in sheets to the assigned ADE SIS
- Schools must reconstitute their School Leadership Team to re-address their Priority Status.
  - School Leadership Team is required to participate in Leadership Team Training provide by the ADE
  - School Leadership Team are required to meet at twice monthly and submit agenda's, minutes, and sign-in sheets in Indistar
- Must schedule training on the State RtI model during the 2015-2016 academic year.

2015-2016

Year 1, Semester 2:

- District assigns a locally-hired, site-based SIS, to provide technical assistance and support in development of the PIP and to monitor implementation of the PIP (Capacity Building).
- School and district leadership sign Memorandum of Understanding that outlines accountability and sanctions for development and implementation of PIP and failure to meet interim measurable objectives.
- In collaboration with the ADE SIS and SST, the district and school leadership team will specify a professional development plan to build the leadership capacity of the district and school leadership team members to be implemented immediately.
    - District and school leadership team works with ADE SIS and SST to develop leader and teacher effectiveness interventions. *(Turnaround Principles 1 & 2: Strong Leadership & Effective Teachers) Can this be streamlined seems redundant*
        - Transfers in and out of Priority Schools
            - ADE SIS works with district and school leadership teams to ensure effective teachers are incentivized to remain in Priority Schools and within district transfers into Priority Schools do not undermine the effectiveness of the teacher corps.
            - The ADE SIS will collaborate with district and school leadership in developing district level strategies to confirm alignment of the strategies in the PIP with Turnaround Principles 1 and 2.
        - Leadership change (replacing ineffective leader or intensively developing and maintaining promising leader and providing support to enable promising leader the flexibility and support to affect teacher effectiveness)
            - Leadership change may be limited in some rural or isolated communities. In this case, the development of the existing leader along with a strong leadership team is paramount.
            - Data indicated principal turnover was higher in schools in advanced School Improvement status, with only one-fourth of schools maintaining consistency in leadership over a three year period.
            - The ADE SIS will collaborate with district and school leadership in developing district level strategies to confirm alignment of the strategies in the PIP with Turnaround Principle 1.
    - District and school leadership teams work with ADE SST and locally-hired, SIS to develop a three year PIP as a component of the Arkansas Consolidated Improvement Plan (ACSIP). In the event it is determined that leadership must be replaced, the PIP will be developed with participation of the new leader, rather than the leader being replaced. The PIP must address:
        - Teacher effectiveness *(Turnaround Principles 1 & 2: Strong Leadership & Effective Teachers)*
            - Flexibility provided through the waiver of ESEA Section 1116(b) will allow districts to develop incentives to ensure Priority School(s) retain effective teachers and have the funds to develop the existing teacher corps through intensive, job-embedded professional development through coaching, model classrooms, and other evidence based models for improving instructional

practice.

- The ADE SIS will collaborate with district and school leadership in developing district level strategies to confirm alignment of the strategies in the PIP with Turnaround Principles 1 and 2.
- Priority Schools' PIPs will address teacher development and resources to support effective, evidence-based interventions and strategies for EL and SWD where appropriate. Priority Schools will receive professional development and implementation support from ADE to incorporate and implement effective evidence-based interventions and practices for meeting identified needs of EL and SWD subgroups where applicable. Details for this professional development and support are provided in 2.F. Incentives and Supports for Other Title I Schools (pages 136).

  - Redesign schedule to support teacher teaming/collaboration and data use *(Turnaround Principles 3 & 5: Redesign School Day/Week/Year & Collaborative Use of Data for Improvement)*.
  - Interim measurable objectives for
    - Change in teacher and leader practice
    - Student progress and achievement
      - Objectives must be set for evaluating interim progress of each low performing subgroup contributing to achievement gaps within the school.
    - Student safety and discipline
    - Parent and community engagement *(Turnaround Principles 1, 2 & 4: Strong Leadership, Effective Teachers, & Strengthening Instruction)*

- Locally-hired SIS, reports weekly progress to ADE oversight team through ADE SIS and to the district superintendent.
- Locally-hired SIS engages leadership team and school board in ongoing development/training to include regular community engagement opportunities. *(Turnaround Principle 7: Community Engagement)*
- ADE SIS provides quarterly reports of school progress to the State Board of Education. *(Turnaround Principle 7: Community Engagement)*
- Priority Schools and their LEAs that fail to show progress on their Interim Measurable Objectives such as lack of commitment to implementing the PIP may be subject to losing flexibility in the use of state and/or federal categorical funds.

Priority Schools that failed to exit after year 3 (Priority Year 4)

- Must review/revise all of Year 1 second semester actions listed above to identify what interventions were taken during the prior 3 years and the effectiveness of the interventions.
- District must assign a full time locally-hired, site-based School Improvement Specialist (SIS) who
  - Reports directly to the LEA superintendent
  - Provides required weekly reports to the assigned ADE SIS

  - Provides monthly reports to the LEA's Board
  - Attends required School Improvement trainings including any summer trainings
  - Attend ADE Summer School Improvement Conference
- School Leadership Team must submit an annual Report on the effectiveness of the PIP to the ADE School Improvement Unit and present the report to local school board during a regularly scheduled meeting
- District Leadership Team must submit an annual Report on the effectiveness of support provided to the Priority School to the ADE School Improvement Unit and present the report to local school board during a regularly scheduled meeting

2016-2017
Year 2

- Priority Schools implement PIP including any changes in the following as specified in the PIP:
  - Change in school leader or participation of existing school leader in Arkansas's Master Principal Program.
- PIP is revised to address findings from Year 1 PIP progress report.
- ADE SIS monitors locally-hired SIS, school and district progress weekly based on the PIP and the interim measurable objectives.
- Locally-hired SIS reports weekly in written form to ADE SIS detailing school's progress in implementing the PIP, persistent obstacles, and next steps to support continued progress and address obstacles.
- ADE SIS collaboration sessions to share best practices, successes and challenges across spectrum of Priority Schools to increase ADE capacity to support Priority Schools and their LEAs. Collaboration will consist of in person and technology-bridged sessions. SST members will join as needed to share expertise for capacity building and problem solving. *(Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement)*
  - Collaboration sessions will enhance capacity building by providing networks to share promising practices and to enable problem solving across Priority and Focus Schools.
- ADE School Improvement Unit (SIU) provides quarterly reports on Priority School progress to State Board of Education. *(Turnaround Principle 7: Community Engagement)*
- School leadership team and locally-hired SIS submit Year 2 PIP progress report of Priority Schools' progress on interim measurable objectives to district leadership team and ADE SIS and SST. *(Turnaround Principle 7: Community Engagement)*
- Priority Schools meeting AMOs for All Students and TAGG for 2nd consecutive year exit Priority status, and must maintain interventions as outlined in the PIP for 3 years with revisions approved by ADE SST.
- Priority Schools and their LEAs that fail to meet interim measurable objectives may be subject to Academic Distress status. The Arkansas State Board of Education has begun the process to redefine academic distress. A new definition would provide the state with the authority to take control of the school district if progress toward stated goals is not

occurring. See Principle 2.A. page 53 for additional details.

- Consequence—ADE oversight of all state and/or categorical funds.

Priority Schools that failed to exit after year 4 (Priority Year 5)

- Must review/revise all of Year 2 actions listed above to identify what interventions were taken during the prior 3 years and the effectiveness of the interventions.
  - Must review and revise current PIP to include effective interventions and any recommendations provide by ADE through the School Improvement Unit or State Board
- District must continue the assignment of a full time locally-hired, site-based School Improvement Specialist (SIS) who
  - Reports directly to the LEA superintendent
  - Provides required weekly reports to the assigned ADE SIS
  - Provides monthly reports to the LEA's Board
  - Attends required School Improvement trainings including any summer trainings
  - Attend ADE Summer School Improvement Conference
- School Leadership Team must submit semi-annual Reports on the effectiveness the PIP to the ADE School Improvement Unit and present the report to local school board during a regularly scheduled meetings
- District Leadership Team must submit semi-annual Reports on the effectiveness of support provided to the Priority School to the ADE School Improvement Unit and present the report to local school board during regularly scheduled meetings
- District Leadership Team must submit a written annual Report to the State Board
  - The State Board may require the Superintendent to appear before the State Board or sub-committee to report/testify regarding Priority Schools failure to exit status

2017-2018
Year 3

- Priority Schools implement PIP including any changes in the following as specified in the PIP:
  - Participation of existing school leader in an ADE approved program to intensively develop a promising leader and provide support to enable a promising leader the flexibility and support to affect teacher effectiveness
- ADE SIS monitors locally-hired SIS, school and district progress weekly based on the PIP and the interim measurable objectives.
- Locally- hired (SIS) reports weekly in written form to ADE SIS detailing school's progress in implementing the PIP, persistent obstacles, and next steps to support continued progress and address obstacles. *(Turnaround Principles 4 & 5: Strengthening Instruction &*

Collaborative Use of Data for Improvement)

- ADE SIS collaboration sessions to share best practices, successes and challenges across spectrum of Priority Schools to increase ADE capacity to support Priority Schools and their LEAs. Collaboration will consist of in person and technology-bridged sessions. SIS team members will join as needed to share expertise for capacity building and problem solving. *(Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement)*
    - Collaboration sessions will enhance capacity building by providing networks to share promising practices and to enable problem solving across Priority and Focus Schools.
- PIP is revised to address findings from Year 2 PIP progress report.
- ADE SIU provides quarterly reports on Priority School progress to State Board of Education. *(Turnaround Principle 7: Community Engagement)*
- Priority Schools meeting AMOs for All Students and TAGG for second consecutive year exit Priority status, and must maintain interventions as outlined in the PIP for 3 years with revisions approved by ADE SST.
- Priority Schools and their LEAs that fail to meet interim measurable objectives may be subject to Academic Distress status. The Arkansas State Board of Education has begun the process to redefine academic distress. A new definition would provide the state with the authority to take control of the school district if progress toward stated goals is not occurring. See Principle 2.A. page 57 for additional details.

    - Consequence—ADE oversight of all state and/or categorical funds.

Priority Schools that failed to exit after year 5 (Priority Year 6)

- Must review/revise all of Year 3 actions listed above to identify what interventions were taken during the prior 3 years and the effectiveness of the interventions.
    - Must review and revise current PIP to include effective interventions and any recommendations provided by ADE through the School Improvement Unit or State Board
- District must continue the assignment of a full time locally-hired, site-based School Improvement Specialist (SIS) who
    - Reports directly to the LEA superintendent
    - Provides required weekly reports to the assigned ADE SIS
    - Provides monthly reports to the LEA's Board
    - Attends required School Improvement trainings including any summer trainings
    - Attends ADE Summer School Improvement Conference
- School Leadership Team must submit quarterly Reports on the effectiveness of the PIP to the ADE School Improvement Unit and present the report to local school board during regularly scheduled meetings
- District Leadership Team must submit quarterly Reports on the effectiveness of support provided to the Priority School to the ADE School Improvement Unit and present the report to local school board during regularly scheduled

meetings

- District Leadership Team must submit a written semi- annual Report to the State Board
    - The State Board may require the Superintendent to appear before the State Board or sub-committee to report/testify regarding Priority Schools failure to exit status

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Priority Schools that meet their AMOs for proficiency or growth for two consecutive years in math and literacy (and graduation rate for high schools) for All Students and TAGG, and are making satisfactory progress on their PIP will be eligible to exit Priority Status.

Exited Priority Schools must continue to maintain the aforementioned interventions that have been implemented at the time the school meets these criteria and submit timely reports of progress on the PIP interim objectives to ADE for monitoring. ADE SIS will maintain a collaborative relationship to provide support to the LEA and its Priority Schools as needed.

Priority schools must continue implementing interventions aligned with the turnaround principles for at least three years, even if the school exits priority status.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Method to Identify Focus Schools

Focus Schools include at a minimum 10 percent (80) of the Title I schools in Arkansas based on Title I program information from the 2010-11 school year (first cohort) and 2014-15 (second cohort), as well as any non-Title I schools with commensurate magnitude gaps as the Title I schools identified through this process. Priority Schools with commensurate gaps remain Priority Schools. The intent of the Focus School methodology is to identify schools with the largest and most persistent achievement gaps between their highest performing subgroups and their lowest performing subgroups. Under Flexibility the ADE uses the TAGG for the purpose of calculating the magnitude of achievement gaps within Arkansas schools. Once schools are ranked by the

magnitude of the TAGG to Non-TAGG gap, additional analyses are conducted to ensure the use of the TAGG does not mask larger gaps among ESEA subgroups within schools based on the minimum N. Three years of proficiency data are used to ensure Focus Schools are schools with the largest gaps over a persistent period of time.

The ADE uses the TAGG in its calculations for classifying Focus Schools. Annual reporting to the public includes the TAGG and ESEA subgroup indicators, where the subgroup includes 10 or more students, reported separately as indicated in Section 2.A. The purpose of reporting ESEA subgroups, rather than using the TAGG for determinations alone, is to enhance the transparency of accountability and subsequent engagement of the community in planning targeted interventions and support. Identification of the TAGG enables a more authentic focus on student learning needs rather than a focus on group labels. The TAGG exposes hidden achievement gaps by creating a subgroup that meets the minimum N of 25 in 98 percent of the schools in Arkansas. This is particularly important in schools where ELs and SWD have struggled, but the accountability N has not prompted a focus on these students' needs in particular.

The use of the TAGG to hold schools accountable for performance and growth of all students is not without challenges. In one tenth of Arkansas schools, the TAGG includes the entire school population, due to the extent of poverty in these schools. Thus a gap between TAGG and Non-TAGG cannot be calculated. In schools where the Non-TAGG is smaller than the minimum N, the percentage of Non-TAGG students Proficient is subject to greater variability due to the smaller group size. Therefore, for the purposes of determining the magnitude of the achievement gap between TAGG and Non-TAGG students for Focus School Determinations (Section 2.E), the median school percentage of Non-TAGG students Proficient is used as the proxy for the Non-TAGG students in schools where the TAGG represents All Students and in schools where the Non-TAGG falls below the minimum N.

The annual school performance data from the Arkansas assessments required under section 1111(b)(3) of the ESEA for literacy and mathematics, as well as the 2012 and 2013 graduation rates for Arkansas high schools are used to identify Focus Schools. Calculations are based on the size of the gap in proficiency levels from Arkansas CRTs in 2012, 2013, and 2014 for Grades 3 through 8 and high school for math and literacy End of Course Exams, and include all students completing a full academic year, as well as significantly cognitively disabled students completing an alternate assessment. Four-year adjusted cohort graduation rates are also used as an additional indicator in identifying high schools as Focus Schools.

The magnitude of the achievement gaps for the Focus School determinations are calculated using three years of Arkansas CRT scores.

1. The three-year percent of students Proficient or Advanced in math and literacy was calculated for All Students, TAGG, Non-TAGG and all ESEA subgroups. The number of Proficient and Advanced scores in math and literacy for 2012, 2013, and 2014 were summed and divided by the sum of the number of valid test scores for math and literacy for 2012, 2013, and 2014. The use of three years of scores and test attempts provided stability to ensure year to year variations and the impact of smaller N sizes that might inflate or deflate gap size were minimized.
2. The gap magnitude was calculated by subtracting the percent of students Proficient/Advanced in the TAGG from the percent of students Proficient/Advanced for

Non-TAGG students within each school. In the case of schools with a Non-TAGG smaller than the minimum N, the median percent Proficient for Non-TAGG performance for all schools meeting the minimum N for Non-TAGG was substituted in the calculation. The median for Non-TAGG performance was 88.7 percent.

3. Schools were sorted from highest to lowest gap based on the size of the TAGG/Non-TAGG gap.
4. High schools' four-year adjusted cohort graduation rates were calculated. All high schools' graduation rates for the TAGG and ESEA subgroups were reviewed to ensure the identified Focus Schools included schools with the lowest performance and/or graduation rates for subgroups.
5. The schools identified as Focus Schools include 10 percent of Title I schools with the largest TAGG/Non-TAGG achievement gaps. Priority Schools that fell in the bottom 10 percent were not included in the Focus School list.
6. The largest gap was also calculated post-hoc in 2011 to clarify whether the proposed method for identifying Focus Schools was capturing the significance of achievement gaps within-school. The Largest Gap was determined by comparing all within-school gaps to the TAGG gap and retaining the larger magnitude gap. This Largest Gap variable was used to sort and rank the schools in decreasing magnitude to identify the 10 percent of Title I and other schools with the largest magnitude gap. Thirty-eight schools were in the range for Focus School designation regardless of using Largest Gap or TAGG gap. The remaining schools designated would be different if the Largest Gap were used for Focus School designation. Further analysis of the within-school gaps that these schools would be accountable for indicated that the TAGG gap method held more schools accountable for larger within school gaps that would not be considered large enough to meet the minimum N if not included in the TAGG. For example, Focus Schools determined using the TAGG gap included only 26 schools with large enough groups of SWD to be held accountable, and these students had a median gap of 54.38 percentage points. In contrast, the Focus Schools determined using the Largest Gap included 96 schools that were already accountable for SWD as a subgroup and the median for this within-school gap for this group was 46.78. ADE examined these descriptive statistics for each of the within-school gaps for the Focus Schools that would be different under the two different methodologies. Each within-school gap for Focus Schools using the TAGG had larger mean and median gaps compared to the within-school gaps for the Focus Schools using Largest Gap. In the case of the Largest Gap Focus Schools, more schools were already meeting minimum N for the problematic achievement gap areas and would be held accountable for interventions based on this. In contrast, the Focus Schools determined using the TAGG gap identified more schools whose ESEA subgroups did not meet the minimum N on their own.
7. To ensure Focus Schools are not overrepresented by schools whose majority population are TAGG students, a frequency analysis was conducted in 2011. In the first cohort of Focus Schools, fifty-nine percent (61) of the Focus Schools' TAGG/Non-TAGG gaps were determined by the schools' Non-TAGG to TAGG performance. In other words, 59 percent of Focus Schools have a group of 25 or more tested students. In the first cohort of Focus Schools, forty-one percent (42 Focus Schools) did not have a Non-TAGG group that was large enough ($N \geq 25$) to use to calculate their TAGG/Non-TAGG gaps. The median state Non-TAGG performance was used to calculate the gaps for the 42 Focus Schools whose Non-TAGG groups were fewer than 25 tested students. The

identified Focus Schools include the schools contributing the most to the statewide achievement gap for TAGG students and ESEA subgroups.

2.E.ii Provide the SEA's list of focus schools in Table 2.

The list of focus schools is provided in Table 2. Additional information on focus schools is provided as a data file in an Excel spreadsheet.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Focus Schools have persistent and oftentimes systemic concerns related to the schools' and districts' educational effectiveness in meeting the needs of particular groups of students, as evidenced by disparate performance between students classified in at risk groups and students not classified as at risk. Similar to Priority Schools, these needs are often evidenced in divergent academic expectations for students from historically underperforming or at risk groups. Further, instruction, leadership and community engagement practices that have enabled some students to achieve at high levels have not had the same impact on students in the TAGG. Therefore, diagnostic efforts must focus on identifying the elements of the educational system that are not working to serve the needs of these learners, thus perpetuating such large achievement gaps. Interventions need to focus on providing the necessary support to teachers, leaders and the community, as well as providing a system of instruction and accountability that enables these students' needs to be identified and met, regardless of group membership.

Schools are interdependent within their respective districts and achievement gaps are typically not isolated to a single campus within a district system, but may manifest to different degrees across schools in the district dependent upon many factors. Some of the factors are under the control of the school and others may be influenced by district level factors that are not easily mitigated within the school without district support or intervention. Therefore, the ADE engages district leadership in diagnostic analysis and needs assessment in partnership with Focus School leadership, with oversight for quality and effectiveness provided by the ADE.

Focus Schools are determined based on the magnitude of the achievement gap within the school. Due to the characteristics of Arkansas's schools, ADE has identified that 10 percent of schools do not have a group of students not considered at risk (Non-TAGG) due to the extent of the poverty within the school community. Applying the minimum N of 25 to all schools in 2011, 27.7 percent of schools did not have a sufficient Non-TAGG population for gap calculation. The TAGG proficiency gap in schools without a large enough Non-TAGG is determined using a proxy for the Non-TAGG population—the median proficiency of all schools' Non-TAGG. Many of these schools are identified as Priority Schools due to the TAGG group comprising the majority of the schools' populations. Some of Arkansas's schools with the largest gaps that are not identified as Priority Schools are identified as Focus Schools.

Analysis of the within-school gaps and TAGG gap for Focus Schools indicates variation in the level of systemic needs among Focus Schools. District involvement in Focus School needs assessment and planning is critical to provide the flexibility to meet specific low performing students' needs. The ADE requires Focus School leadership and their respective district leadership to engage in diagnostic analysis and needs assessment to investigate the factors contributing to Focus Schools' achievement gaps and to develop a TIP within their ACSIP that reduces the magnitude of the identified achievement gap as measured by their annual AMOs for the TAGG and each ESEA subgroup. Needs Improvement Focus Schools' levels of support, engagement, district autonomy and interventions are clarified below.

- Needs Improvement Focus Schools:
  - High SSOS engagement;
    - ADE SIS approval of TIP and resource/funds allocation,
  - 1-year ACSIP with TIP interventions and quarterly measurable objectives embedded;
    - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;
  - High engagement of regional support center staff and resources;
  - Low district autonomy;
    - ADE approves interventions,
    - District and school leadership teams required,
    - District assigns locally-hired site-based school improvement leader, or optionally an external provider to monitor,
    - Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information as described in Principle 3.

ADE recognizes districts with Focus Schools may vary in their size, school configurations, and Title I, Part A allocations. The district is expected to allocate resources and funds differentially to appropriately address the needs of the Focus Schools. Focus School leadership, in consultation with ADE SIS, will allocate resources toward interventions determined through this in depth analysis of Focus School needs.

Focus Schools that fail to make progress after the second year of TIP implementation are required to implement actions aligned with the turnaround principles as directed by ADE, to include leader replacement and/or removal of staff following appropriate evaluation.

If an external provider is engaged, the external provider must meet qualifications as outlined in the External Provider Requirements utilized for SIG. These requirements include criteria to evaluate external providers for Focus Schools based on the extent to which the providers' methodology supports the needs of the identified TAGG and is likely to result in immediate and sustained improvement for TAGG students. Requirements to be met for approval of external providers are based on the growing body of empirical evidence delineating effective practices for identifying and meeting the needs of particular subgroups of students such as ELs and SWD. Requirements adhere to the following principles:

- External providers will demonstrate expertise in evidence-based practices to build internal

leadership capacity (scaffolded supports).

- External providers will provide evidence of effectiveness in improving school performance (student and adult learning).
- External providers will provide evidence of effectiveness in closing achievement gaps.
- External providers will demonstrate how they will collaborate with other partners and community on a frequent basis.
- External providers will demonstrate how they will collaborate with districts and schools in the development a TIP or PIP within the ACSIP framework.
- External providers must provide evidence of a proven track record—credible/valid results in other systems.
- External providers will be required to use a systemic approach at school, district, board, community and state level that is likely to build capacity at the local level when the external provider completes its partnership with the district. The external provider's systemic shall:
    - Be grounded in effective school improvement research.
    - Develop instructional leadership at all levels of the system.
    - Provide timely, frequent (weekly) support and reports to district and state.
    - Incorporate a system for adult learning (Professional Development).
- External providers shall provide appropriate credentials and prior experience of staff.
- External providers shall engage in collaborative, formative evaluation of the provider, district, and school's effectiveness by ADE Learning Services Division.

Implementation Timeline

Prior to Start of 2015-2016

- Commissioner announces Focus Schools and meets with Focus School principals and their district superintendents.
- ADE assigns a SIS to provide oversight.
- District assigns a locally-hired, site-based SIS, to provide oversight for the diagnostic analysis and needs assessment, to provide technical assistance and support in development of the TIP and to monitor implementation of the TIP (Capacity Building).
- District establishes a district leadership team to work with the Focus School leadership and ADE to facilitate diagnostic data analysis, needs assessment, TIP development and TIP implementation.
- Focus School establishes a school leadership team to work with the district leadership team, and the site-based school improvement specialist or optionally an external provider.
- The site-based school improvement specialist submits weekly school and district progress reports to the assigned ADE SIS.
- Diagnostic analysis and needs assessment of school system and district interdependencies:
    - Community/stakeholder input gathered (within 30 days of the Commissioner's announcement) on each school's strengths and challenges, particularly as this relates to the identified achievement gap
        - What are the core beliefs and vision about student learning and achievement of family and community stakeholders?
            - What are the aspirations of families and the community regarding their children?
        - What are the core beliefs and vision of the educational system (school & district) about student learning and family/community engagement?

- Do educators in the system believe all parents have the capacity to support their children's learning, or that all children have appropriate opportunities to achieve CCR?

- What strengths and challenges exist for the district and school system and community in ensuring all students achieve CCR within their P-12 years?

Diagnostic analysis and needs assessment of school system:

- to assess the current effectiveness of the system with regards to the following:
  - School culture to support continuous improvement.
  - Organizational structures to support targeted improvement and closing the achievement gap—
    - Allocation of human resources aligned with identified needs
    - Alignment of ACSIP interventions with identified needs
    - Allocation of financial resources aligned with identified needs
    - School schedule provides adequate time to support teacher collaboration for data use and instructional planning
    - Teacher team structure to support collaboration to meet students' needs
    - Alignment of professional development plans with identified needs of students and teachers
    - Teacher team effectiveness in data use, problem identification, problem clarification and problem solving to support instructional change
  - Accountability systems to support targeted improvement.
    - Teacher effectiveness system supports continuous instructional improvement
      - Presence and sufficiency of classroom walk through practices and teacher follow up
      - Alignment of teacher evaluation practices with student growth and achievement findings
    - School assessment practices and response to intervention practices support instructional improvement and student learning.
      - Valid and reliable screening, progress monitoring and interim assessments are used as part of a multi-tiered framework for responding to student learning needs.
      - Data use is role-based and includes sources of data that are differentiated to provide appropriate information for leadership decisions and instructional decisions.
  - Instructional Program and Teacher Effectiveness
    - Extent and effectiveness of the school and district multi-tiered framework for response to intervention.
    - Curriculum expectations and alignment for all students.
    - District interdependencies impacting instructional program and teacher effectiveness.

2015-2016

Year 1, Semester 1:

- District and school leadership teams work with ADE SIS to finalize 3-year TIP within its ACSIP. The TIP must address the concerns and obstacles identified as contributing to the achievement gap.
- Given the statewide low performance of SWD, Focus Schools and their districts will be given preference to participate in the State Personnel Development Grant (SPDG). This grant program is funded by the USDE's Office of Special Education Programs (OSEP). Arkansas's SPDG integrates intensive professional development and targeted technical assistance to participating schools to maximize all students' academic and social, emotional, and behavioral skills and success, including SWD. Professional development and technical support in the areas of leadership, literacy and math instruction, intervention, positive behavior support systems, social skills/self-management instruction, strategic or intensive cognitive-behavioral interventions, closing the achievement gap (CTAG), multi-tiered response to intervention and data-based problem solving. Additionally, the SPDG provides professional development and targeted technical assistance in parent and community involvement, personnel preparation, and special education teacher recruitment and retention.
- Given the growing EL population in Arkansas and the need to build capacity to meet the needs of ELs in a growing number of schools, Focus Schools and their districts with EL subgroups will be given preference for participation in the EL Academy described in Principle 1 to support teacher and leader development of best practices for EL students.
- Focus Schools' TIPs will address teacher development and resources to support effective, evidence-based interventions and strategies for ELs and SWD where appropriate. Focus Schools will have access to professional development and implementation support from ADE to incorporate and implement effective evidence-based interventions and practices for meeting identified needs of ELs and SWD subgroups where applicable. Details for this professional development and support are provided in 2.F. Incentives and Supports for Other Title I Schools (pages 136).
- The ADE SIS will monitor quality and effectiveness of the district and school in meeting interim objectives and summative AMOs in the TIP.
    - Interim measurable objectives for closing the achievement gap:
        - Change in teacher and leader practice and district/school/team structures to support instructional practices and teacher effectiveness for students contributing to the achievement gap;
        - Student progress and achievement;
        - Student safety and discipline where appropriate to support closing the achievement gap; and
        - Parent and community engagement.
- Locally-hired SIS reports weekly in written form to ADE SIS detailing school's progress in implementing the TIP, persistent obstacles, and next steps to support continued progress and address obstacles.
- ADE SIS will provide quarterly reports of school progress to the State Board of Education
- School and district leadership sign Memorandum of Understanding that outlines accountability and sanctions for implementation of TIP and failure to meet interim and/or summative measurable objectives.

Focus Schools that failed to exit after year 3 (Focus Year 4)

- Must review/revise all of Year 1 actions listed above to identify what interventions were taken during the prior 3 years and the effectiveness of the interventions.
    - Continue intervention that are effective and/or conduct a new Diagnostic Analysis
    - Must review and revise current TIP to include effective interventions, remove ineffective interventions, strengthen promising interventions, new areas to be evaluated during a new Diagnostic Analysis, and interventions outlined by ADE
- LEA's must reconstitute their District Leadership Team to address/align support for their Focus Schools that failed to exit status.
    - District Leadership Team is required to participate in Leadership Team Training provided by ADE
    - District Leadership Team are required to meet at least monthly
- Must use Indistar to develop and monitor their School Improvement Plan
- Schools must reconstitute their School Leadership Team to re-address their Focus Status.
    - School Leadership Team is required to participate in Leadership Team Training provide by ADE
    - School Leadership Team are required to meet at twice monthly and submit agenda's, minutes, and sign-in sheets in Indistar
- Must schedule training on the State RtI model during the 2015-2016 academic year.
- District must assign a half time locally-hired, site-based School Improvement Specialist (SIS) who
    - Reports directly to the school principal and/or LEA superintendent
    - Provides required weekly reports to the assigned ADE SIS
    - Provides semi-annual reports to the LEA's Board
    - Attends required School Improvement trainings including any summer trainings
    - Attend ADE Summer School Improvement Conference

2016-2017
Year 2

- ADE SIS monitors site-based school improvement leader school and district progress monthly based on the TIP and the interim measurable objectives.
- Locally-hired SIS reports weekly in written form to ADE SIS detailing school's progress in implementing the TIP, persistent obstacles, and next steps to support continued progress and address obstacles.
- The ADE SIS will share best practices, successes and challenges across spectrum of Focus Schools to increase ADE capacity to support Focus Schools and their LEAs.
- ADE SIU reports on Focus School progress to State Board of Education on quarterly basis.
- School leadership teams and locally-hired SIS submit Year 2 TIP progress report of Focus Schools' progress on interim measurable objectives to district leadership team and ADE

SIS.

- TIP is revised to address findings from Year 2 TIP progress report.
- Focus Schools meeting AMOs for All Students and TAGG for second consecutive year exit Focus status.
- If ADE determines a Focus School is not making progress after one year on the interim measurable objectives or the AMOs, the district will be required to allocate additional resources to facilitate the implementation of the TIP.

Focus Schools that failed to exit after year 4 (Focus Year 5)

- Must review/revise all of Year 2 actions listed above to identify what interventions were taken during the prior 4 years and the effectiveness of the interventions.
    - Continue intervention that are effective and/or conduct a new Diagnostic Analysis
    - Must review and revise current TIP to include effective interventions, remove ineffective interventions, strengthen promising interventions, new areas to be evaluated during a new Diagnostic Analysis, and interventions outlined by ADE
- District Leadership Team are required to meet at least twice monthly to address areas of support that it has provide focus schools and additional support needed to assist the focus school(s) in exiting status
    - District Leadership Team is required to meet at least twice monthly and submit agenda's, minutes, and sign-in sheets in Indistar
- Focus school must use Indistar to develop and monitor their School Improvement Plan
- School Leadership Team identifies all concerns/barriers that prevented them from exiting Focus Status.
    - School Leadership Team is required to meet at twice monthly and submit agenda's, minutes, and sign-in sheets in Indistar
- District assigned locally-hired, site-based School Improvement Specialist (SIS)
    - Reports directly to the school LEA superintendent
    - Provides required weekly reports to the assigned ADE SIS
    - Provides monthly reports to the LEA's Board
    - Attends required School Improvement trainings including any summer trainings
    - Attend ADE Summer School Improvement Conference
- School Leadership Team must submit an annual Report on the effectiveness the TIP to the ADE School Improvement Unit and present the report to local school board during a regularly scheduled meeting
- District Leadership Team must submit an annual Report on the effectiveness of support provided to the Focus School to the ADE School Improvement Unit and present the report to local school board during a regularly scheduled meetings
- District Leadership Team must submit a written annual Report to the State Board
    - The State Board may require the Superintendent to appear before the State Board or sub-committee to report/testify regarding Focus Schools failure to exit status

2017-2018
Year 3

- ADE SIS monitors site-based school improvement leader, school and district progress monthly based on the TIP and the interim measurable objectives.
- Locally-hired SIS reports weekly in written form to ADE SIS detailing school's progress in implementing the TIP, persistent obstacles, and next steps to support continued progress and address obstacles.
- The ADE SIS will share best practices, successes and challenges across spectrum of Focus Schools to increase ADE capacity to support Focus Schools and their districts.
- ADE SIU reports on Focus School progress to State Board of Education on Quarterly basis.
- School leadership teams submit Year 2 (previous year) TIP progress report of Focus Schools' progress on interim measurable objectives to district leadership team and ADE SIS.
- TIP is revised to address findings from Year 2 TIP progress report.
- Focus Schools meeting AMOs for All Students and TAGG for second consecutive year exit Focus status.
- If ADE determines a Focus School is not making progress after one year on the interim measurable objectives or the AMOs, the district will be required to allocate additional resources to facilitate the implementation of the TIP.
- Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information as described in Principle 3 under the direction of the ADE SIS.

Focus Schools that failed to exit after year 5 (Focus Year 6)

- Must review/revise all of Year 3 actions listed above to identify what interventions were taken during the prior 5 years and the effectiveness of the interventions.
    - Continue intervention that are effective and/or conduct a new Diagnostic Analysis
    - Must review and revise current TIP to include effective interventions, remove ineffective interventions, strengthen promising interventions, new areas to be evaluated during a new Diagnostic Analysis, and interventions outlined by ADE
- District Leadership Team are required to meet at least twice monthly to address areas of support that it has provide focus schools and additional support needed to assist the focus school(s) in exiting status
    - District Leadership Team is required to meet at least twice monthly and submit agenda's, minutes, and sign-in sheets in Indistar
- Focus school must use Indistar to develop and monitor their School Improvement Plan
- School Leadership Team identifies all concerns/barriers that prevented them from exiting Focus Status.
    - School Leadership Team is required to meet at twice monthly and submit agenda's, minutes, and sign-in sheets in Indistar

- District assigned locally-hired, site-based School Improvement Specialist (SIS)
  - Reports directly to the school LEA superintendent
  - Provides required weekly reports to the assigned ADE SIS.
  - Provides monthly reports to the LEA's Board
  - Attends required School Improvement trainings including any summer trainings
  - Attend ADE Summer School Improvement Conference
- School Leadership Team must submit an semi-annual Reports on the effectiveness the TIP to the ADE School Improvement Unit and present the report to local school board during a regularly scheduled meeting
- District Leadership Team must submit an semi-annual Reports on the effectiveness of support provided to the Focus School to the ADE School Improvement Unit and present the report to local school board during a regularly scheduled meeting

Just as students have some needs in common and some unique concerns, Focus Schools are anticipated to have some diversity in their intervention needs, particularly given the characteristics of Arkansas's schools and subpopulations. Thus the plan for interventions recognizes and addresses this diversity, while maintaining a standard of intervention empirically supported to meet the needs of low performing students, and in particular ELs and SWD with the greatest achievement gaps.

A critical component of technical assistance to Focus Schools will be ensuring congruence between the factors identified as potentially contributing to large and persistent achievement gaps, and the interventions and actions developed in the TIP. Below are two contextual examples of needs assessment findings and subsequent interventions that Focus Schools may be required to implement based on different types of achievement gaps and different needs.

- District A has a middle school designated as a Focus School due to a large TAGG/Non-TAGG gap. The All Students group had 59 percent of students scoring Proficient or Advanced in 2011. However, the Focus School needs assessment revealed a 24 percentage point gap for African American students, as well as a gap for SWD twice the size (50 percentage points) of the African American students' gap. Analysis by the district leadership team revealed a problem with alignment of expectations for SWD and AA students that extends into the feeder elementary schools. Further analysis revealed the middle school was not implementing a response to intervention (RTI) framework for its students to address the needs of learners within core instruction, identify students needing additional support, and identify students needing intensive intervention. Progress of students most at risk of not meeting grade level standards was not being monitored on a frequent basis. The ADE SIS guided the district and school leadership teams to develop district and school level interventions to address this in the TIP. The following are examples of possible required interventions.
  - District leadership was charged with assessing the implementation of an RTI framework in district schools, starting with the schools in the middle school feeder pattern.
  - Due to the size of the gap for SWD, the district planned to assign the school a designated Master Principal with a track record for closing achievement gaps within high poverty, high minority settings who had successfully implemented an RTI framework in previous settings.

- District leadership provided the support to enable the formation of professional learning communities whose focus would be on implementing an RTI framework to close the achievement gaps.
- The school's TIP outlined a plan for participation of teachers and instructional support staff in the SPDG program provided through ADE. This program provides development and targeted assistance to the school in the areas of leadership, literacy and math instruction, appropriate learning interventions, progress monitoring, establishing PBSS, social and self-management skills instruction, etc. within a RTI framework.
- The school's TIP included the implementation of universal screening in math and reading to identify students requiring intervention and progress monitoring and to inform students' needs within the RTI framework.

- District B has a junior high school and a high school designated as Focus Schools based on 30 and 33 percentage point TAGG/Non-TAGG gaps, respectively. The Focus School needs assessment revealed poverty achievement gaps in both schools and larger achievement gaps for the ELs and SWD. Under prior accountability, the schools did not meet the minimum N for accountability for SWD but did have at least 40 ELs. Further assessment with Indistar indicators revealed concerns with expectations for academic achievement. Collaborative structures and resources to support the needs of ELs and SWD within core instruction in the general education classroom were also deficient. The ADE SIS guided the district and school leadership teams to develop district and school level interventions to address this in the TIP. An evidence-based theory of action was developed to guide the TIP. The following are examples of possible required interventions.
  - The district and school leadership teams develop and implement a plan to redesign the school day to ensure time for collaboration through multidisciplinary professional learning communities. Redesigning the schedule will facilitate collaborative job-embedded professional development and provide a vehicle for RTI collaborative discussions to identify and meet the needs of these special populations.
  - The schools' TIPs outlined a plan for participation of teachers and instructional support staff in the SPDG and the EL Academy professional development programs provided through ADE. This program provides development and targeted assistance to the school in the areas of leadership, literacy and math instruction, appropriate learning interventions, progress monitoring, establishing PBSS, social and self-management skills instruction, etc. within a RTI framework.
  - The school's TIP included the implementation of universal screening in math and reading to identify students requiring intervention and progress monitoring and to inform students' needs within the RTI framework.
  - The district evaluates its existing protocols for ELs and SWD screening and intervention and revises these processes to ensure a RTI framework within and across schools to support the needs of ELs and SWD.
  - The district uses Title I, Part A funds to provide instructional coaches at the junior high and high school to support instruction, particularly for ELs and SWD.
  - Multi-disciplinary teams participate in ELs and/or SWD professional development to differentiate cultural and linguistic differences from disabilities in special education.
  - Alternately, a district may elect to work with an external provider with expertise in

ELs to address the systemic needs identified, and/or with an external provider with expertise in SWD to address systemic needs identified for this group.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Focus Schools will exit Focus status upon meeting annual AMOs for proficiency or growth for All Students and TAGG for two consecutive years. The annual AMOs for the TAGG set ambitious and achievable AMOs that reduce the proficiency gap or growth gap in half. All schools (Focus Schools in particular) must continue interventions for all ESEA subgroups that do not meet their AMOs even when the TAGG and All Students meet their AMOs. Additionally, the requirement that the progress is reported for all ESEA subgroups toward meeting AMOs provides schools with an incentive to investigate and address the factors contributing to achievement gaps across the full spectrum of each school's diversity.

- A Focus school may be designated a Priority school if the school is in the first cohort of Focus schools, fails to have met its AMOs to exit Focus status by 2014, and falls in the lowest performing 5% of schools or meets the criteria for Priority designation in 2014.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

The ADE has used the procedures and criteria as described in 2.C (Reward Schools), 2.D. (Priority Schools), and 2.C. (Focus Schools) to identify additional schools for designation in these categories. Arkansas has 816 schools that are Title I participating schools in the 2014-2015 school year

Total # of Title I schools in the State in 2014-15 school year: 816
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 3 high schools (each of the three is an alternate learning environment).
Graduation Rate Gaps are also represented by G in the Focus School Column. Focus Schools that are high schools also have large graduation rate gaps. The number of of Focus Schools that are high schools with large TAGG/Non-TAGG and ESEA Subgroup achievement and graduation rate gaps will be determined once the Focus school list has been finalized.
Total # of Exemplary (Reward) Schools: 1 with a subset of 1 Title I Schools.
Total # of Priority Schools 46 with a subset of 40 (5%) of Title I Priority Schools.
Total # of Focus Schools: 103 with a subset of 81 (10%) Title I Focus Schools.

- Table 2 will be updated to reflect the designation of new Priority and Focus schools

Key	
Reward School Criteria: **A. Highest-performing school** **B. High-progress school** **Priority School Criteria:** **C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group** **D-1. Title I-participating high school with graduation rate less than 60% over a number of years** **D-2. Title I-eligible high school with graduation rate less than 60% over a number of years** **E. Tier I or Tier II SIG school implementing a school intervention model**	**Focus School Criteria:** **F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate** **G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate** **H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school** **I.**

DISTRICT	SCHOOL	NCES	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
BERGMAN SCHOOL DISTRICT	BERGMAN HIGH SCHOOL	050309000078	A, B		
DERMOTT SCHOOL DISTRICT	DERMOTT HIGH SCHOOL	050517000239		C	
EARLE SCHOOL DISTRICT	EARLE HIGH SCHOOL	050555000266		C	
WEST MEMPHIS SCHOOL DISTRICT	WONDER JUNIOR HIGH SCHOOL	050804000532		C, E	
HOT SPRINGS SCHOOL DISTRICT	SUMMIT SCHOOL	050789000949		D-2 and Bottom 5% All Students Peformance	
DOLLARWAY SCHOOL DISTRICT	ROBERT F MOREHEAD MIDDLE SCHOO	050541000252		C	
DOLLARWAY SCHOOL DISTRICT	DOLLARWAY HIGH SCHOOL	050541000253		C, E	
PINE BLUFF SCHOOL DISTRICT	BELAIR MIDDLE SCHOOL	050002600855		C	
PINE BLUFF SCHOOL DISTRICT	OAK PARK ELEMENTARY SCHOOL	050002600866		C	
PINE BLUFF SCHOOL DISTRICT	PINE BLUFF HIGH SCHOOL	050002600867		C	
PINE BLUFF SCHOOL DISTRICT	JACK ROBEY JR. HIGH SCHOOL	050002601338		C	
DISTRICT 8	SCHOOL 11			Title 1 Eligible Not Participating Bottom 5% Performance	
DISTRICT 9	SCHOOL 12			C	
LEE COUNTY SCHOOL DISTRICT	WHITTEN ELEMENTARY SCHOOL	050936000679		C	
LEE COUNTY SCHOOL DISTRICT	ANNA STRONG INTERMEDIATE SCHOO	050936001554		C	
LEE COUNTY SCHOOL DISTRICT	LEE HIGH SCHOOL	050936000675		C	
TEXARKANA SCHOOL DISTRICT	ARKANSAS HIGH SCHOOL	051311001068		C	

DISTRICT 12	SCHOOL 17			C	
DISTRICT 12	SCHOOL 18			C	
OSCEOLA SCHOOL DISTRICT	OSCEOLA HIGH SCHOOL	051095000825		C	
OSCEOLA SCHOOL DISTRICT	OSCEOLA STEM CHARTER	051095001555		C	
HELENA/ W.HELENA SCHOOL DIST.	CENTRAL HIGH SCHOOL	050768000476		C, E	
MARVELL-ELAINE SCHOOL DISTRICT	MARVELL-ELAINE HIGH SCHOOL	050951000694		C, E	
LITTLE ROCK SCHOOL DISTRICT	HALL HIGH SCHOOL	050900000616		C	
LITTLE ROCK SCHOOL DISTRICT	HENDERSON MIDDLE SCHOOL	050900000617		C	
LITTLE ROCK SCHOOL DISTRICT	BASELINE ELEMENTARY SCHOOL	050900001378		C	
LITTLE ROCK SCHOOL DISTRICT	GEYER SPRINGS ELEM. SCHOOL	050900001382		C	
DISTRICT 16	SCHOOL 27			C	
LITTLE ROCK SCHOOL DISTRICT	J.A. FAIR HIGH SCHOOL	050900001389		C	
LITTLE ROCK SCHOOL DISTRICT	MCCLELLAN MAGNET HIGH SCHOOL	050900001390		C, E	
LITTLE ROCK SCHOOL DISTRICT	CLOVERDALE AEROSPACE TECH CHAR	050900001387		C	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	HARRIS ELEMENTARY SCHOOL	051185000916		C	
DISTRICT 17	SCHOOL 32			Title 1 Eligible Not Participating Bottom 5% Performance	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	JACKSONVILLE HIGH SCHOOL	051185000919		E, Title 1 Eligible Not Participating Bottom 5% Performance	

PULASKI COUNTY SPECIAL SCHOOL DISTRICT	WILBUR D. MILLS HIGH SCHOOL	051185000945		Title 1 Eligible Not Participating Bottom 5% Performance	
COVENANTKEEPERS CHARTER SCHOOL	COVENANT KEEPERS CHARTER	050039701469		C	
DISTRICT 19	SCHOOL 36			C	
DISTRICT 20	SCHOOL 37			D-2, Title 1 Eligible Not Participating Bottom 5% Performance	
FORREST CITY SCHOOL DISTRICT	FORREST CITY JR. HIGH	050627000345		C, E	
FORREST CITY SCHOOL DISTRICT	FORREST CITY HIGH SCHOOL	050627000344		C, E	
DISTRICT 21	SCHOOL 40			C	
DISTRICT 22	SCHOOL 41			C	
HUGHES SCHOOL DISTRICT	HUGHES HIGH SCHOOL	050801000520		C, E	
FORT SMITH SCHOOL DISTRICT	BELLE POINT ALTERNATIVE CENTER	050633000354		C, D-1	
FORT SMITH SCHOOL DISTRICT	TRUSTY ELEMENTARY SCHOOL	050633000377		C	
STRONG-HUTTIG SCHOOL DISTRICT	STRONG HIGH SCHOOL	051293001049		C	
AUGUSTA SCHOOL DISTRICT	AUGUSTA HIGH SCHOOL	050267000034		C	
DEWITT SCHOOL DISTRICT	DEWITT MIDDLE SCHOOL	050000100217			F, G
STUTTGART SCHOOL DISTRICT	MEEKINS MIDDLE SCHOOL	051296001057			F, G
STUTTGART SCHOOL DISTRICT	STUTTGART JUNIOR HIGH SCHOOL	051296001249			F, G
HAMBURG SCHOOL DISTRICT	WILMOT ELEMENTARY SCHOOL	050004201339			F, G
DISTRICT 30	SCHOOL 52				F, G
DISTRICT 31	SCHOOL 53				F, G

HERMITAGE SCHOOL DISTRICT	HERMITAGE ELEMENTARY SCHOOL	050771000484			F, G
HERMITAGE SCHOOL DISTRICT	HERMITAGE HIGH SCHOOL	050771000485			F, G
DERMOTT SCHOOL DISTRICT	DERMOTT ELEMENTARY SCHOOL	050517000238			F, G
LAKESIDE SCHOOL DIST(CHICOT)	LAKESIDE ELEMENTARY SCHOOL	050864000576			F, G
GURDON SCHOOL DISTRICT	GURDON HIGH SCHOOL	050711000430			F, G
MAGNOLIA SCHOOL DISTRICT	CENTRAL ELEMENTARY SCHOOL	050004400653			F, G
MAGNOLIA SCHOOL DISTRICT	EAST SIDE ELEMENTARY SCHOOL	050004400654			F, G
MAGNOLIA SCHOOL DISTRICT	MAGNOLIA JR. HIGH SCHOOL	050004400655			F, G
MAGNOLIA SCHOOL DISTRICT	MAGNOLIA HIGH SCHOOL	050004400656			F, G
DISTRICT 36	SCHOOL 63				F, G
DISTRICT 37	SCHOOL 64				F, G
JONESBORO SCHOOL DISTRICT	HEALTH/WELLNESS ENVI MAGNET	050828000553			F, G
JONESBORO SCHOOL DISTRICT	MICROSOCIETY MAGNET SCHOOL	050828000554			F, G
JONESBORO SCHOOL DISTRICT	ANNIE CAMP JR. HIGH SCHOOL	050828000547			F, G
JONESBORO SCHOOL DISTRICT	DOUGLAS MACARTHUR JHS	050828000548			F, G
JONESBORO SCHOOL DISTRICT	JONESBORO HIGH SCHOOL	050828000551			F, G
CEDARVILLE SCHOOL DISTRICT	CEDARVILLE HIGH SCHOOL	050408000150			F, G
MULBERRY SCHOOL DISTRICT	MULBERRY HIGH SCHOOL	051029000753			F, G
MULBERRY SCHOOL DISTRICT	PLEASANT VIEW JUNIOR HIGH	051029001454			F, G
WEST MEMPHIS SCHOOL DISTRICT	WEST MEMPHIS HIGH SCHOOL				F, G
MARION SCHOOL DISTRICT	MARION HIGH SCHOOL	050939000682			F, G
FORDYCE SCHOOL DISTRICT	FORDYCE HIGH SCHOOL	050621000335			F, G
DUMAS SCHOOL DISTRICT	DUMAS JUNIOR HIGH SCHOOL	050550000261			F, G

DUMAS SCHOOL DISTRICT	DUMAS HIGH SCHOOL	050550000262			F, G
MONTICELLO SCHOOL DISTRICT	MONTICELLO HIGH SCHOOL	050984000721			F, G
HOT SPRINGS SCHOOL DISTRICT	HOT SPRINGS MIDDLE SCHOOL	050789000514			F, G
HOT SPRINGS SCHOOL DISTRICT	LANGSTON MAGNET SCHOOL	050789001187			F, G
DISTRICT 44	SCHOOL 81				F, G
DISTRICT 45	SCHOOL 82				F, G
DISTRICT 46	SCHOOL 83				F, G
DISTRICT 46	SCHOOL 84				F, G
DISTRICT 6	SCHOOL 85				F, G
DISTRICT 6	SCHOOL 86				F, G
DISTRICT 7	SCHOOL 87				F, G
DISTRICT 7	SCHOOL 88				F, G
DISTRICT 7	SCHOOL 89				F, G
ASHDOWN SCHOOL DISTRICT	L.F. HENDERSON INTERM. SCH.	050258000029			F, G
ASHDOWN SCHOOL DISTRICT	ASHDOWN JUNIOR HIGH SCHOOL	050258000031			F, G
ASHDOWN SCHOOL DISTRICT	ASHDOWN HIGH SCHOOL	050258000028			F, G
FOREMAN SCHOOL DISTRICT	FOREMAN HIGH SCHOOL	050624000338			F, G
CABOT SCHOOL DISTRICT	ACADEMIC CENTER FOR EXCELLENCE	050375001019			F, G
TEXARKANA SCHOOL DISTRICT	UNION ELEMENTARY SCHOOL	051311001074			F, G
TEXARKANA SCHOOL DISTRICT	COLLEGE HILL MIDDLE	051311001071			F, G
BRINKLEY SCHOOL DISTRICT	BRINKLEY HIGH SCHOOL	050363000112			F, G
DISTRICT 51	SCHOOL 98				F, G
CLARENDON SCHOOL DISTRICT	CLARENDON HIGH SCHOOL	050435000164			F, G
NEVADA SCHOOL DISTRICT	NEVADA HIGH SCHOOL	050003001405			F, G
JASPER SCHOOL DISTRICT	OARK HIGH SCHOOL	050824000811			F, G
DISTRICT 54	SCHOOL 102				F, G
DEER/MT. JUDEA SCHOOL DISTRICT	MOUNT JUDEA HIGH SCHOOL	050007200735			F, G

CAMDEN FAIRVIEW SCHOOL DISTRICT	CAMDEN FAIRVIEW HIGH SCHOOL	050606000312			F, G
CAMDEN FAIRVIEW SCHOOL DISTRICT	CAMDEN FAIRVIEW MIDDLE SCHOOL	050606001435			F, G
HARMONY GROVE SCHOOL DISTRICT (OUACHITA)	SPARKMAN HIGH SCHOOL	050729001016			F, G
KIRBY SCHOOL DISTRICT	KIRBY HIGH SCHOOL	050849000566			F, G
DISTRICT 58	SCHOOL 108				F, G
DISTRICT 59	SCHOOL 109				F, G
LITTLE ROCK SCHOOL DISTRICT	CENTRAL HIGH SCHOOL	050900000607			F, G
LITTLE ROCK SCHOOL DISTRICT	DUNBAR MAGNET MIDDLE SCHOOL	050900000608			F, G
LITTLE ROCK SCHOOL DISTRICT	PULASKI HEIGHTS MIDDLE SCHOOL	050900000628			F, G
LITTLE ROCK SCHOOL DISTRICT	BALE ELEMENTARY SCHOOL	050900001188			F, G
LITTLE ROCK SCHOOL DISTRICT	FRANKLIN INCENTIVE ELEM. SCH.	050900000612			F, G
DISTRICT 16	SCHOOL 115				F, G
LITTLE ROCK SCHOOL DISTRICT	M.L. KING MAGNET ELEM. SCHOOL	050900000176			F, G
DISTRICT 16	SCHOOL 117				F, G
LITTLE ROCK SCHOOL DISTRICT	ROMINE INTERDIST. ELEM. SCHOOL	050900000630			F, G
DISTRICT 16	SCHOOL 119				F, G
DISTRICT 16	SCHOOL 120				F, G
DISTRICT 16	SCHOOL 121				F, G
LITTLE ROCK SCHOOL DISTRICT	WAKEFIELD ELEMENTARY SCHOOL	050900001385			F, G
N. LITTLE ROCK SCHOOL DISTRICT	CRESTWOOD ELEMENTARY SCHOOL	051068000784			F, G
N. LITTLE ROCK SCHOOL DISTRICT	INDIAN HILLS ELEMENTARY SCHOOL	051068000786			F, G

N. LITTLE ROCK SCHOOL DISTRICT	NO. HEIGHTS ELEMENTARY SCHOOL	051068000793			F, G
N. LITTLE ROCK SCHOOL DISTRICT	PIKE VIEW ELEMENTARY SCHOOL	051068000797			F, G
N. LITTLE ROCK SCHOOL DISTRICT	LAKEWOOD MIDDLE SCHOOL	051068000788			F, G
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	FULLER MIDDLE SCHOOL	051185000914			F, G
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	MURRELL TAYLOR ELEM. SCHOOL	051185001256			F, G
DISTRICT 17	SCHOOL 130				F, G
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	MAUMELLE MIDDLE SCHOOL	051185001106			F, G
MAYNARD SCHOOL DISTRICT	MAYNARD HIGH SCHOOL	050957000700			F, G
FORREST CITY SCHOOL DISTRICT	STEWART ELEMENTARY SCHOOL	050627001425			F, G
FORREST CITY SCHOOL DISTRICT	STEWART ELEMENTARY SCHOOL	050627000350			F, G
PALESTINE-WHEATLEY SCH. DIST.	PALESTINE-WHEATLEY SENIOR HIGH	050005100833			F, G
OZARK MOUNTAIN SCHOOL DISTRICT	WESTERN GROVE HIGH SCHOOL	050007601149			F, G
DISTRICT 60	SCHOOL 137				F, G
EL DORADO SCHOOL DISTRICT	WASHINGTON MIDDLE SCHOOL	050568000281			F, G
EL DORADO SCHOOL DISTRICT	EL DORADO HIGH SCHOOL	050568000274			F, G
SMACKOVER SCHOOL DISTRICT	SMACKOVER ELEMENTARY SCHOOL	051251001008			F, G
DISTRICT 63	SCHOOL 141				F, G
FAYETTEVILLE SCHOOL DISTRICT	FAYETTEVILLE HIGH SCHOOL EAST	050612000319			F, G
DISTRICT 65	SCHOOL 143				F, G
SPRINGDALE SCHOOL DISTRICT	CENTRAL JUNIOR HIGH	051266001020			F, G

	SCHOOL				
SPRINGDALE SCHOOL DISTRICT	SOUTHWEST JUNIOR HIGH SCHOOL	051266001024			F, G
SPRINGDALE SCHOOL DISTRICT	SPRINGDALE HIGH SCHOOL	051266001025			F, G
SPRINGDALE SCHOOL DISTRICT	PARSON HILLS ELEM. SCHOOL	051266001259			F, G
SPRINGDALE SCHOOL DISTRICT	HAR-BER HIGH SCHOOL	051266001118			F, G
SPRINGDALE SCHOOL DISTRICT	MONITOR ELEMENTARY	051266001452			F, G
AUGUSTA SCHOOL DISTRICT	AUGUSTA ELEMENTARY SCHOOL	050267000036			F, G
Total of 150 Schools 1 Exemplary, 46 Priority, 103 Focus					

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

All Other Schools (Including Title I Schools)

The DARTSS provides a road map to transition to a more robust, unified state and federal accountability system that holds all schools accountable for ensuring Arkansas's students achieve and maintain a trajectory to college and/or career success throughout the P-20 system. The critical elements of DARTSS outlined in this flexibility request are designed to engage all schools and districts in a comprehensive and coherent system that intentionally integrates the transition to CCSS, PARCC assessments and the TESS for teacher/leader effectiveness with Arkansas's proposed accountability system for achieving challenging CCR goals. The modifications included in this renewal reflect continued efforts to provide educators and stakeholders with consistent signaling regarding school accountability. Arkansas began this transition by infusing innovation where appropriate and maintaining important structures that support these innovations in accountability, interventions and support. ACSIP and the related planning process provides foundational structure to advance innovation in accountability, interventions and support for all schools, and in particular Needs Improvement Focus and Needs Improvement Priority Schools. As a dynamic learning organization, the ADE developed this proposal to address lessons learned through the implementation of AYP and the first three years of ESEA accountability workbook for all schools, and feedback from stakeholders received through the consultation process. This renewal includes an intentional continuation of the components of the initial ESEA Flexibility proposal, and modifications, supported by evidence, designed to further the goal of robust, unified accountability system. ESEA Flexibility allowed the ADE to re-conceptualize and ADE Public School Accountability Division's role as well.

The transformation began with ADE facilitating an intentional shift from using ACSIP predominantly as a federal funds allocation tool (an unintended consequence of embedding federal funds approval in the school improvement process), to an ADE/district partnership role in continuous improvement planning through collaborative, data informed continuous improvement efforts that allow greater flexibility and responsibility for districts and their schools to address local learning and organizational needs (Figure 16). Concomitantly, ADE focuses the degree of oversight and monitoring toward schools based on needs as determined by schools and districts designation as Exemplary, Achieving, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority designations.

ADE recognizes that plans for accountability and support must be cognizant of what is workable and manageable given the capacity and resources of the agency. For this plan to have the intended impacts for schools and districts, ADE must target resources where they are most needed and resist the temptation to spread available resources too thinly. ADE continues to recognize exemplary performance and progress and use increased transparency to proclaim the degree of achievement concerns and/or gaps where they exist, rather than using obscure and confusing labels to communicate school or district needs. DARTSS provided a blueprint to accomplish this by aligning recognition, supports, engagement and interventions based on the degree of needs revealed through accountability measures. The addition of the A-F letter grading system refines further the differentiation of supports for all other Title I schools. ADE constantly monitors the effectiveness of DARTSS, making mid-course corrections where necessary to jump start

stalled improvement efforts or misaligned improvement efforts.

DARTSS accountability levels and differentiated supports, engagement and interventions are summarized below.

- Exemplary Schools:
  - Recognition and/or reward;
  - Very low engagement by ADE SSOS except to support/coordinate Model School activities;
  - 3-year ACSIP cycle; and
  - High district autonomy.
- Achieving Schools Meeting Performance AMOs *and* Growth AMOs (and Graduation Rate AMOs for high schools):
  - Very low ADE SSOS engagement;
  - 3-year ACSIP cycle; and
  - High district autonomy
- Achieving Schools Meeting Performance AMOs *or* Growth AMOs (and Graduation Rate AMOs for high schools):
  - Very low ADE SSOS engagement;
  - 1-year ACSIP cycle; and
  - High district autonomy;
- Needs Improvement Schools (Differentiated further using A-F grades):
  - Low to moderate ADE SSOS engagement differentiated based on degree of identified needs schools with D or F grades have more SSOS engagement;
  - 1-year ACSIP cycle;
  - Low to high engagement of regional support center staff and resources for local, customized support;
  - Moderate district autonomy with the degree of ADE engagement differentiated based on progress of Needs Improvement Schools or persistence of gaps and other areas of need.
    - Schools that demonstrate a lack of progress in performance, graduation rate, or closing the achievement gaps after interventions will be subject to increasing state direction of interventions and funding allocations.

- Needs Improvement Focus Schools:
  - High SSOS engagement;
    - ADE SIS approval of TIP and resource/funds allocation,
  - 1-year ACSIP with TIP interventions and quarterly measurable objectives embedded;
    - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;
  - High engagement of regional support center staff and resources;
  - Low district autonomy;
    - ADE approves interventions,
    - District and school leadership teams required,
    - District assigns locally-hired site-based school improvement specialist to monitor,
    - Persistent lack of progress will result in any or all of turnaround principles applied to school(s).
- Needs Improvement Priority Schools:
  - Very high SSOS engagement;
    - ADE assigns SIS to approve interventions & resource allocations,
    - ADE SIS monitors implementation;
  - 1-year ACSIP with PIP interventions and quarterly measurable objectives embedded;
    - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;
  - Low district autonomy;
    - District assigns locally-hired site-based SIS
    - District and school leadership teams required,
    - PIP interventions must address all seven turnaround principles including district replacing school leader and addressing teacher effectiveness needs,
      - ADE may require leader replacement if lack of progress in the first year (SIG requirement),
      - Local evaluation process and progress on PIP may be used to ensure teacher effectiveness in Priority Schools.
      - Priority schools' staff and leaders will participate in TESS training prior to the 2013-2014 school year, and pilot TESS during the 2013-2014 school year;
    - Lack of progress on interim benchmarks results in state direction of interventions as well as federal and NSLA funds,
    - Continued lack of progress on interim benchmarks and/or annual AMOs may result in district academic distress.

The district and school ACSIP, provide structures and performance standards to guide effective education and continuous improvement to ground this work. The ACSIP handbook, available at http://www.arkansased.org/public/userfiles/Learning_Services/School%20Improvement/School%20Improvement-DLS-acsip_handbook_11-12_080311.pdf
provides detailed descriptions of the structural elements required in the ACSIP plans. Districts' and schools' ACSIP integrate annual improvement planning with federal programs funding allocation. This provides districts and schools with a streamlined process and document for guiding continuous improvement. Several safeguards are included in the ACSIP process to promote congruence between identified needs and the allocation of resources to address those needs. Further, the ACSIP requires schools to analyze student achievement and growth results annually to establish priorities for improvement actions that are then specified in the ACSIP. Districts and schools must use three years of results from

Arkansas's CRTs, mandated statewide NRTs, attendance and graduation rates, and other data as appropriate for all students and for all ESEA subgroups to determine school improvement priorities for action. ADE Federal Programs reviews all Title I School ASCIP and provide specific guidance relevant to their submitted plan. During the review process when an area of concern is identified, the ASCIP is returned to the School Improvement Specialist (SIS) and then to the district. Then the SIS works with the district to assist the Title I School in revising and resubmitting the ACSIP for approval.

In accordance with evidence-based practices, districts and schools must use multiple local data sources to inform deeper analysis of weaknesses identified using the state summative measures and to triangulate their findings and clarify their priorities. The ACSIP requirements for data analysis as part of the annual needs assessment ensures that districts and schools use the Performance, Growth and Graduation Rate AMOs to initially identify areas of strength and areas of concern that require additional data and analysis.

The requirement for inclusion of other indicators such as attendance and discipline data guides districts and schools to look at factors beyond academic achievement that may reveal unmet needs of students, issues with school culture and organizational structures that need adjustments to facilitate learning. The requirement to include multiple local data sources for deeper analysis guides districts and schools to look more deeply at student learning to identify concerns that need to be addressed for particular groups of students or individuals, and to base interventions on multiple indicators designed to inform local improvement priorities.

Many districts and schools engage in a high quality, meaningful ACSIP process. However, lower performing schools and schools with large within-school achievement gaps are evidence that meaningful use of the ACSIP process does not always occur. These systems may not identify data-based priorities or allocate sufficient resources to address persistent low performance and/or within-school achievement gaps. Differentiating ADE support, engagement and interventions for all schools based on the proposed DARTSS under ESEA Flexibility would allow ADE to focus with intensity on those schools with the greatest needs for state engagement in ACSIP and subsequent implementation of these plans.

Self-assessment tools are supported by ADE to assist districts and schools in collecting meaningful local data to assess local needs as part of the continuous improvement process. Indistar is useful in identifying structural and organizational factors contributing to persistent low performance or persistent large within-school achievement gaps. Focus and Priority Schools will receive a high level of ADE engagement and monitoring in their ACSIP process to ensure concerns identified through Indistar indicators and other data are appropriately addressed within the priorities and interventions identified in the district and school ACSIPs. Further, ADE must approve the allocation of funds to support the interventions sufficient for successful implementation. For Needs Improvement schools that are not designated as Focus or Priority, ADE engagement will be low to moderate. Differentiating engagement among all other Needs Improvement schools based on attainment or lack of attainment of annual AMOs allows ADE to target more effectively those districts and schools with the greatest needs.

Following needs assessment in ACSIP, districts engage in setting priority interventions, writing SMART goals, and creating action plans for implementation. Districts and schools must set measurable benchmarks that include interim objectives for improving learning for needs identified among *All Students, TAGG students, and any ESEA subgroups not meeting AMOs*. The ACSIP is required to include evidence-based interventions (programs, initiatives, or strategies) to address student academic, behavioral and social needs identified in the data analysis. Districts and schools must demonstrate through their ACSIP plan coordination of federal, state and local funds to support interventions. The following action types may be

found throughout the ACSIP dependent upon the data analysis and priorities determined at the local level:

- Actions involving alignment of district policies, curriculum, instruction, assessment and resources;
- Actions involving AIP/IRI plans for all students not performing at achievement levels as required by the State (ACT 35);
- Actions involving collaboration of all persons and organizations necessary to conduct an intervention;
- Actions involving equity (e.g., funds and programs used to reduce differences among population groups);
- Actions involving evaluation (e.g., periodic review of the plan and revision as required—formative and summative evaluation provisions);
- Actions involving professional development (e.g., provisions for appropriate training for staff and administrators);
- Actions involving technology (e.g., technology used in appropriate ways to achieve the benchmark);
- Actions involving Special Education (e.g., activities in accord with IDEA). Schools that have a special education trigger should include priorities for special education in each building and district ACSIP (this portion of the ACSIP will be approved by the Special Education Unit—contact the local Special education supervisor for assistance with this priority);
- Actions involving the attributes of a school-wide or targeted assistance program in each building, if applicable;
- Actions involving wellness activities contained in a priority for each building and district (this portion will be approved by the Child Nutrition Unit—contact the Regional Child Nutrition Specialist for assistance with this priority); and
- Actions involving parental engagement (Act 307 of 2007) where parents are encouraged to support and extend the resolution of the identified problem.
    - Parental Engagement actions shall include provisions for the following activities and items:
        - Informational Packets (formerly family kits);
        - Parent Involvement Meetings (formerly Parents Make a Difference evenings);
        - Volunteer Resource Book;
        - School's process for resolving parental concerns in handbook;
        - Seminars to inform the parents of high school students about how to be involved in decisions course selection, career planning, and preparation for postsecondary opportunities;
        - Enable formation of PTA/PTO; and
        - Parent Facilitator.

Funds to support intended actions must be clearly delineated within the ACSIP. Responsible parties, timelines and outcomes are also identified within the actions in the ACSIP. If a District and School is identified as failed to meet either AMOs or graduation rate, or both, over a number of years, the ADE assists the District and/or School to reevaluate their most current three years of data. To identify actions and/or interventions that have not been effective and assist in the revision or removal from their ACSIP. If necessary, as determined during the needs assessment, ADE will recommend and require targeted use of funds at ADE's direction. ADE may also require new actions and/or interventions to be put in place to address areas identified by the needs assessment. When a District or School is identified, continual monitoring, follow-up, and assistance will be

provided by the assigned ADE SIS.

Clearly, the ACSIP provides a foundation to support a continuous improvement process. ADE is committed to the foundational structure of ACSIP requirements and seeks through this ESEA Flexibility renewal to continue to help districts and schools re-conceptualize the use of ACSIP to facilitate data-informed continuous improvement cultures at the local level by providing differentiated consequences, recognition, intervention and support as described in Principle 2 of this proposal. One major differentiation is the frequency of the ACSIP submission cycle by allowing Exemplary and some Achieving (2A) to submit ACSIP on a three-year basis provided these schools continue to meet Performance AMOs and Growth AMOs (and Graduation Rate AMOs for High School) for math and literacy for All Students and the TAGG. Schools with greater needs (Achieving Schools that don't meet both Growth AMOs and Performance AMOs, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority) will submit ACSIP annually, with Needs Improvement Focus and Needs Improvement Priority Schools formalizing interim measurable objectives in their TIP and PIP embedded within their ACSIP.

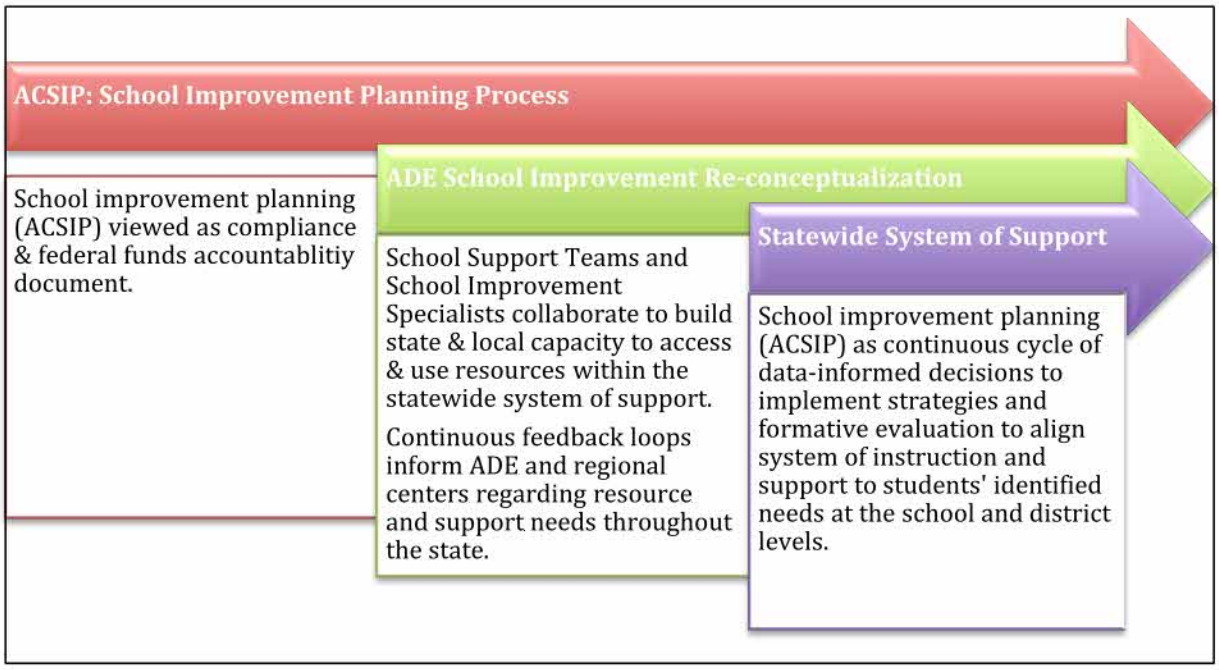


Figure 16. Re-conceptualizing the School Improvement Process and Statewide System of Support.

Arkansas's schools are experiencing increased poverty across most school populations, and growing diversity in student populations in its urban and suburban schools. Arkansas's percentage of students receiving Free or Reduced Meals has climbed from 50.1 percent to 60.0 percent in nine years (ADE, 2014). The challenge for the ADE has been its capacity to intensively support schools with greater systemic needs while providing aligned resources to support an increasing diversity of schools in their efforts to improve instruction and achievement. As the variation in schools' needs has increased, access to evidence-based resources provided by the USDE and other organizations has also increased. However, the time and local capacity to locate and integrate aligned resources remains a constraint in local and particularly rural systems.

The SSOS plan capitalizes on the advances in Arkansas's longitudinal data system and increased cross-agency partnerships. These advances allow the ADE to maximize its efforts to build local and state capacity to serve the needs of districts and their schools differentially utilizing aligned, evidence-based resources. Significant advances in Arkansas's longitudinal data system and expanded interagency

partnerships through a Center for Educational Leadership and Technology (CELT) grant enabled cross-agency data sharing and enriched Arkansas's available research and information for decision making across public preschool through postsecondary education

systems. Arkansas was among the first states to meet 10 of the 10 essential elements of statewide longitudinal data systems outlined by the Data Quality Campaign. Arkansas earned the top spot for education information systems by the Data Quality Campaign in 2014. Arkansas established the Arkansas Education to Employment Tracking and Trends Initiative (AEETT) among the ADE, Arkansas Department of Higher Education (ADHE) and the Arkansas Department of Workforce Services (ADWS) in 2009, to enable cross-agency data sharing and support research connecting P-20 leading indicators with postsecondary and career outcomes. The AEETT Initiative allows creation of detailed High School Feedback reports to inform Arkansas high schools regarding their students' preparation for successful postsecondary education and/or the workforce.

Additional projects funded through the CELT grant enabled significant advances in Arkansas's longitudinal data system that enhanced the Teacher Student Data Link (TSDL) to promote effective use of data for local decision-making. The Expand Enterprise Data Warehouse with Local Assessment Data and Teacher Student Link to Feed Data Visualization project, the Enterprise Architecture project, the Daily Roster Verification Pilot project, and Educator Data Integration project have expanded the longitudinal data system's architecture and capabilities necessary to support expanded district, school and classroom level data visualization and reporting tools. Pilot projects include assimilating uploaded classroom level assessment scores for integration with summative and interim assessment scores for use with Arkansas's data visualization and reporting tools that will enhance local and state-wide data-informed decision making as described throughout this ESEA Flexibility proposal. These advances in the P-20 longitudinal data system, coupled with changes to educator evaluation policy, position Arkansas to meet 10 of 10 *State Actions* recommended by the Data Quality Campaign as essential to linking data use to improved student achievement (Data Quality Campaign (DQC), 2011). These *State Actions* enable leaders at the state and local levels to connect professional development and credentialing decisions to indicators including student growth and achievement outcomes.

These advances enhance ADE's ability to use continuous feedback loops illustrated in Figure 17 to ensure data will be available to move this re-conceptualization of SSOS from vision to action. The continuous feedback loops in the system promote coherent use of data within and across school, district and state levels of decision-making to ensure congruence in level and diversity of need with level and diversity of support. The school, district and state level indicators provide a rich source of information about the progress of students on the path to CCR, as well as patterns and trends across various levels of the educational system. Arkansas's longitudinal data system supports a culture of effective data use across multiple agencies vested in the outcomes of the P-20 system. Continuous feedback within this system provides supporting agencies with information to guide decisions for resource development and allocation with the goal of supporting schools' and districts' continuous improvement processes.

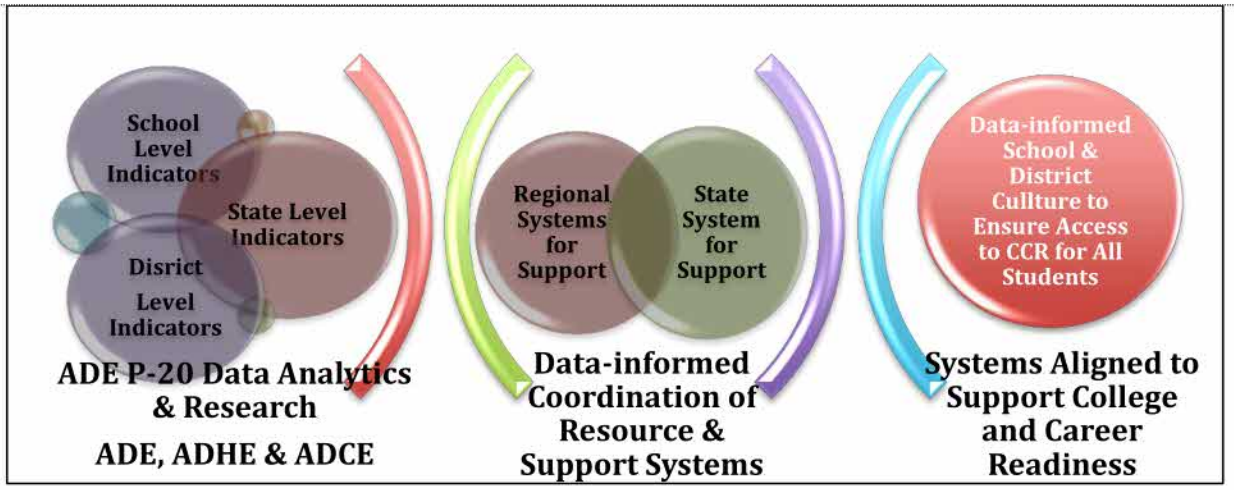


Figure 17. Ensuring congruence in level and diversity of need with level and diversity of support.

Data analytics provide ADE with information to monitor whether Achieving Schools continue to meet required AMOs as well as AMOs for ESEA subgroups, or whether patterns of concern emerge that need to be addressed globally in DARTSS or more specifically within the local district and school systems. Data analytics also provide important information for ADE to monitor the progress of Needs Improvement Schools in meeting the AMOs and ESEA subgroup AMOs. The analytic tools help ADE understand the nature, degree and specifics of district and school academic needs and to direct closer monitoring efforts (moderate engagement) to those systems that are not showing progress over time.

At the state level, broader analytics identify district systems that need further support to meet the needs of their schools, whether through assistance in needs assessment and deeper analysis, or through accessing resources and other available supports regionally to improve outcomes for students.

SSOS to Improve Performance of ELs and SWD

As indicated in Principle 1.B., ADE incorporated Universal Design for Learning Principles (UDL) within the professional development for all teachers and leaders to support districts and schools through the transition to the CCSS and PARCC assessments. ADE has worked with committees of Arkansas educators to develop instructional and local assessment resources to support ELs and SWD during core instruction (SCASS ASES and ELL SCASS).
Further consultation with teachers serving ELs and SWD identified the need for ADE to provide additional resources through SSOS to assist all general education, EL and SWD teachers and instructional facilitators with specific instructional challenges in implementing CCSS. Specifically, teachers have asked ADE to develop and provide resources to help ELs and SWD use key ideas and details from text to gain meaning, and resources to match appropriate informational texts with language and reading levels of ELs. These resources provide critical statewide support to teachers implementing the shift to using much a higher proportion of informational text in literacy instruction.

ADE contracts with an EL specialist through the Mid-Continent Comprehensive Center to develop and provide professional development to teachers working with ELs. These professional development opportunities are offered throughout the year. ADE monitoring of Focus and Priority School ACSIP plans will allow ADE to provide directive support to connect these most needy schools with these resources as a priority for participation. For all other Title I schools, the ACSIP process allows districts and schools to align their resources to support other expenses such as travel or the cost of substitute teachers for their

teachers' and leaders' participation in professional development provided through ADE's SSOS efforts. In schools and/or districts with identified concerns for ELs and SWD the ACSIP approval process provides a check and balance through moderate engagement of ADE in systems where these needs are greatest and the ACSIP doesn't reflect appropriate interventions or resource allocation. For example, a school that is not meeting AMOs (growth, performance or graduation rate) for ELs or SWD would be expected to have interventions and resource allocations to address these concerns commensurate with the need. ADE approval of ACSIP on an annual basis for some Achieving Schools and all Needs Improvement Schools provides opportunity to ensure alignment of needs with appropriate interventions and resources.

Incentives for Improving Student Achievement, Closing Gaps and Improving Instruction

All schools will be expected to meet annual individualized prior performance-based AMOs at the school, TAGG and ESEA subgroup levels. It is important to underscore the potential of the new AMOs for schools, their TAGG and their ESEA subgroups, as strong incentives for improving student achievement and closing achievement gaps. These progress targets for schools are conceptually similar to growth or progress targets for students that focus on moving students from their current achievement status toward annual expected growth or progress. These prior performance-based AMOs require all schools and the subgroups within schools, to close the magnitude of the achievement gap within a limited, but realistic timeframe. The use of the TAGG to activate ESEA subgroup accountability focuses more schools on the performance of all students at risk of not achieving CCR, thus bringing more attention to the ESEA subgroups within each school. Achievable annual AMOs are more likely to incentivize authentic school improvement, rather than compliance-motivated improvement planning.

The re-conceptualizing of school improvement planning and the SSOS (Figures 16 and 17) will help incentivize schools to use their school improvement processes to engage in long-term, continuous improvement strategies. To augment this effort, and to build capacity, the ADE proposes to allow greater flexibility in school improvement planning cycles based on schools' accountability status. As explained earlier, Exemplary and Achieving schools that meet AMOs for both performance and growth will be awarded greater flexibility in school improvement planning. Annual financial adjustments may still be necessary to comply with federal requirements. This provides an incentive to schools where improvement efforts are working to maintain successful practices. In schools that are not achieving AMOs, this paperwork reduction provides an incentive to create meaningful long-term plans that are likely to result in improved instruction and student achievement. This longer monitoring cycle for some Achieving and Exemplary Schools recognizes these systems are functioning in a manner that meets their students' learning needs and frees them from annual paperwork requirements. Stakeholders listed reduction in reporting and paperwork as important incentives that would free schools and their districts to spend more time and effort on improving instruction and achievement. Further, the three-year cycle for Exemplary and some Achieving Schools will free up ADE's human and material resources to target effort and assistance to support Priority, Focus and all other schools designated as Needs Improvement.

Exemplary Schools will have the additional incentive of public recognition and will serve as model schools to share successful strategies used to meet the needs of all learners. Given the ADE's plan to identify Exemplary Schools from among high performing, high performing/high TAGG, high progress and high progress/high TAGG schools, Exemplary Schools will represent a variety of levels of diversity in communities successfully preparing students.

An important incentive for all schools that has been underscored in its primacy by superintendents and building leaders during consultation, is the waiver of the set asides under ESEA Section 1116(a). Supplemental Educational Services (SES) and public school choice are required under Arkansas law and

funded through local use of state categorical funding. SES are additional academic instruction designed to increase the academic achievement of students in schools in the second year of improvement, corrective action, or restructuring. However, waiver of the set asides for Title I, Part A funds will provide districts, where appropriate to their accountability status, with greater flexibility in aligning state and federal resources to strategies for addressing the needs of schools in Needs Improvement, Priority School and School status. District level flexibility in the use of these funds will allow district leadership teams to more aggressively target schools with greater needs and/or larger populations while still providing appropriate support to Needs Improvement schools that may have a limited area of concern or a small population with needs.

This flexibility is accompanied by greater responsibility at the district level for achieving annual AMOs. Failure to meet AMOs for two consecutive years for a school's All Students group and the TAGG may result in increasing oversight of district improvement planning activities, particularly if ESEA subgroup results reveal persistent patterns of low performance. State level data analytics will provide ADE with access to trends and patterns among all schools (including Title I schools) that may signal the need for greater oversight or revision of state support and interventions for some Achieving and Needs Improvement schools through the annual ACSIP approval process. For example, the ADE may find a pattern among schools missing the AMOs for their TAGG group that is related to a specific subgroup such as SWD. The state level analytics would alert ADE to examine the district and school level strategies and resource allocations that may be contributing to this pattern. Guided by this information, an ADE SIS may need to work more closely with a district improvement team to uncover the contributing factors and develop strategies to address these factors. This allows for a tailored approach that integrates incentives and responsibility that is more likely to reap intended results than a one-size-fits-all support and intervention process.

Supports for Improving Student Achievement, Closing Gaps and Improving Instruction

The ACSIP process requires that schools use additional local data for deeper analysis of concerns identified through the use of state CRT results. These other data include the results of several CCR measures such as Graduation Rates, Explore, Plan and ACT results, AP Exam results, and Grade Inflation and Remediation Rates. As mentioned in Section 2.A. an intended outcome of the DARTSS is to provide deeper diagnostic views of school and student CCR indicators that will jump-start stalled continuous improvement processes, and ultimately lead to daily micro-adjustments to learning strategies, thus maximizing students' access to CCR. To accomplish this outcome, ADE has integrated CCR indicators into student GPS as indicated in the screen shot provided previously on page 74 in Figure 13. Annual accountability designations, as well as progress on CCR relevant indicators based on schools' grade range are reported on ESEA Accountability reports and Annual School Report Cards. Color-coding is used to enhance interpretation of indicators to facilitate connections between accountability and continuous improvement planning. Concomitant and transparent reporting of ESEA subgroups' progress provides an early warning system regarding students *within* the TAGG that may be contributing to schools' overall achievement gap.

In order for schools to engage in meaningful analysis and planning efforts the global accountability indicators must be augmented with more and deeper indicators relevant to a school's grade configuration. Arkansas's existing school performance reports include numerous statistics that are important indicators along the pathway to CCR. At present, these data include the following.

- CRT achievement scores disaggregated by ESEA subgroups
- NRT achievement scores for Grades 3-9
- State and NCLB Accountability Status

- Accreditation Status
- Grade level retention rates
- Attendance rates
- Discipline and safety indicators
- Teacher Quality indicators
- School Choice indicators
- District level economic indicators including poverty indicators, per pupil expenditures, mills voted, total expenditures and relative expenditures within the total for instruction, administration, extracurricular activities, capital expenditures, and debt service.
- High schools include additional indicators such as
    - Dropout rates for high schools
    - Number of Students Taking AP Courses
    - Number of Students Taking AP Exams
    - Number of Students Scoring 3, 4 or 5
    - ACT School Average Score: Composite, English, Reading, Math and Science
    - Remediation Rate (% of ACT scores below 19 in math or English for senior class)
    - Grade Inflation Rate: % of students with GPA of 3.0 or higher that did not score proficient on Algebra and Geometry Exams.

As Arkansas continues its research and development in collaboration with the Arkansas Department of Higher Education and the Arkansas Department of Career Education, additional evidence-based indicators may be added to the report and organized thematically to enhance interpretation of a school system's effectiveness and progress in preparing all students for college and/or career success. For example, these indicators may include the following.

- College and career preparation indicators
    - Work Keys aggregated scores and/or other assessment scores for measuring preparation within specific technical careers
    - ACT aggregate scores and/or other NRT and CRT scores for measuring college preparation
    - Postsecondary enrollment indicators
    - Postsecondary remediation indicators
- College and career success indicators
    - Postsecondary degree completion (technical, bachelors, and advanced degrees)
    - Career placement indicators
- Early pathway indicators linked to CCSS and PARCC assessments for Grades K – 8
- Return on Investment (ROI) indicators

Arkansans have asked for a simpler accountability and reporting system that clearly indicates the school's progress in meeting student performance goals yet maintains the focus on all students. This proposal is an important step in streamlining disparate state and federal accountability and reporting systems into a unitary, focused system that meets the needs of stakeholders to ensure schools are providing all students with access to and achievement of CCR standards. This reporting system signals the level of ADE support and interventions schools require, and the areas in which needs are evident.

As indicated in Figures 16 and 17, the ADE is re-conceptualizing its SSOS to enhance its capacity to affect dramatic change in Priority and Focus Schools, and to provide incentives for all districts and schools to ensure high quality instructional programs and supports meet the needs of all students in their systems. The ADE anticipates renewed capacity to serve the more dramatic needs of its Focus and Priority Schools based on the proposed interventions for these schools, and renewed capacity to support all other schools

by focusing on the district as the primary point of support and responsibility for school improvement as described under the incentives. Additionally, the ADE proposes a shift in its role as a resource provider to one of resource broker. The USDE's National and Regional Comprehensive Centers have led to an explosion of high quality information to guide best practices to meet a variety of student needs. Although these resources are readily available, constraints of human resources in many districts, particularly rural districts, prevents school and district improvement teams from accessing these resources to guide the development of their improvement strategies. The ADE proposes to act as a resource broker to centralize access to and encourage use of these resources by expanding its School Improvement Resource webpage to include thematic links to evidence-based strategies and supports and to model the use of these resources in its collaborative efforts with district and school leadership teams.

For example, the National Center for Instruction provides a wealth of materials to support teachers and leaders in planning and implementing strategies for struggling readers (children and adolescents). Analyses of Arkansas's state-level and regional-level assessment data indicate literacy is a primary challenge in poor, rural community schools. The most recent Webinar published at the Center, *Improving Adolescent Literacy in Rural Schools: A Schoolwide Approach,* includes timely and pertinent information to inform the development of the PIPs and TIPs in Arkansas's rural high schools. The majority of Arkansas's rural high schools are less likely to have the time to search library databases for evidence-based resources and they may be unaware of this resource. Intentional linking of resources based on themes within the School Improvement Resource webpage, coupled with local needs-based collaboration with ADE and regional specialists will increase the likelihood schools will use these resources to guide planning of comprehensive and targeted strategies. There is a capacity building connection here as well. Once school and district personnel are connected to one resource within these websites, they are more likely to navigate within these sites to additional resources to meet their needs. Further delving on the Comprehensive Center on Instruction site might lead educators to the Doing What Works resources on Adolescent Literacy or the Adolescent Literacy resources for principals, *Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders,* and the teachers' guides *Effective Instruction for Adolescent Struggling Readers-Second Edition* and *Assessments to Guide Adolescent Literacy Instruction.* Similarly, the National High School Center link would connect local leadership team members to *Tiered Interventions in High Schools: Using Lessons Learned to Guide Ongoing Discussion.* Many low performing high schools struggle to establish effective tiered intervention systems, and schools with achievement gaps struggle to effectively meet the needs of particular populations within their schools. More direct access to these and related sites will increase ADE's capacity to provide resources while building local capacity to access high quality, evidence-based tools and strategies for improving instruction. The National Centers include a wealth of resources tied to the focus on CCR that may go unused at the local level without intentional resource brokering by the ADE.

Centralized access to resources through the School Improvement Resource webpage provides a base layer of support for all schools. Priority and Focus Schools will be supported directly through the interventions specified in Sections 2.D and 2.E. For all other schools, the SSOS provides an avenue to request ADE assistance for comprehensive needs assessment through the ACSIP process and/or intensive or targeted support from SSTs. SST members are selected based on the specific needs identified by the district and local school teams with the guidance of an ADE SIS. SST members may be content area specialists housed at RECs or regional STEM centers, higher education faculty, Education Renewal Zone personnel, and ADE specialists with expertise in areas of identified need. The aforementioned regional professional development and technical support organizations provide valued services to schools based on regional needs identified through regional analyses of implementation and outcome indicators supplemented by statewide analyses conducted using the statewide data network.

An intended result of this SSOS re-conceptualization, as well as the aforementioned incentives and

supports, is to improve districts' and schools' instructional programs and increase their access to resources, programs and expertise that will enable increased student and school performance in identified areas of need. Through this flexibility request the ADE plans to build the capacity of the agency, districts and schools to allow for more intentional time spent in action related to improving schools' focus on student learning. This plan reduces the paperwork burden for Exemplary and Achieving Schools currently preoccupying personnel, refocuses the work of the ADE SISs to collaborative planning and support, and increases communities' access to state and national resources.

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Build SEA, LEA and School Capacity to Improve Student Learning

Our current statewide strategy to support and monitor LEA's is a multi-tiered strategy. All LEA's must submit an annual ACSIP, which is reviewed by the ADE's Title I office and ADE's School Improvement Unit (SIU) personnel at the beginning of the school year. This review focuses on interventions and expenditures the LEA will use to meet the needs of low performing students and address subgroup gaps. During this review, additional guidance and support is provided based on the LEA's identified needs.

LEA's that have an identified Focus School(s) receives additional support and monitoring from assigned ADE SIS. The assigned ADE SIS conducts monthly on-site visits to support and monitor implementation of the State's system. The SIS works closely with the identified Focus School(s) to assist, support, and monitor their implementation of the school's ASCIP and to ensure their ACSIP is aligned with the requirements of Arkansas' ESEA Flexibility Waiver. The SIS also works with the LEA to ensure the LEA supports and monitors its Focus School(s).

LEA's that have an identified Priority School(s) also receive the above cited support and monitoring, but it's on a weekly basis.

ADE has contracted with Mass Insight's State Development Network (SDN) to provide an independent assessment of Arkansas' System. This assessment will be used to strengthen our support and monitoring process within our State System.

ADE is piloting the Indistar school improvement planning system during the 2014-15 school year with LEA's. The SIU will be evaluating the effectiveness of the pilot and the viability of Indistar to replace our existing school improvement software. One aspect of the Indistar software is the ability to provide feedback to LEA's and schools within the software.

The timing of this flexibility request with early implementation of CCSS, PARCC and TESS components in Arkansas's schools proffers an opportunity for the ADE to synthesize greater coherence among previously isolated silos of State support and capacity building activities. Arkansas has devoted resources to develop support structures such as RECs, STEM centers, and Education Renewal Zones whose activities are intended to increase capacity at the state, regional and local level. Intentional coordination of these development efforts through the plans described in Principles 1 through 3 will enable educators to access support within a coherent framework.

Implementation of these three critical elements also provides opportunity and motivation for districts to build capacity to improve student learning. ADE is providing professional development, support and monitoring to ensure an aligned system of support through and following these transitions. Direct technical assistance and informal support will be most intensive in Priority and Focus Schools where ADE engagement will be highest. Continued monitoring and differentiated consequences for all other schools, especially Title I schools, will ensure support will be provided where data indicate more and/or persistent need. ADE must carefully prioritize its direct intervention to support districts improving capacity and outcomes for Priority and Focus Schools in order to avoid spreading the agency's human resources too thin. Thoughtful, data-informed deployment of technical assistance and support through the SSOS is critical to building districts' capacity to identify and meet the needs of their schools. Thus ADE will broker resources designed to support districts without Priority and Focus Schools in building local capacity.

ADE utilizes a regional approach to customize support available to schools and districts that allows districts to pool some of their resources within RECs to meet professional development and other systemic capacity building needs. In collaboration with partner organizations such as regional STEM centers, Education Renewal Zones, among other partners, RECs support schools and districts in self-assessment and planning, develop effective leadership and instructional practices, and provide training, modeling, and facilitation of the use of ADE resources and tools to support improvements. Districts have a strong incentive to participate in REC activities because they add value and needed capacity, provide customized professional development and other supports, and serve as an avenue for networking, particularly in Arkansas's rural communities. This collaborate relationship between districts and the RECs builds trust and a climate of support. Superintendents participate in governance of RECs as members that constitute their boards of directors.

Each REC is led by a director who is a proven educational leader based on his or her prior record of accomplishment. These directors bring a deep understanding of the local, civic, cultural, economic, and educational context and the ability to meaningful engage local stakeholder groups in their work. The directors are supported by teacher center coordinators who interact with the instructional corps within the region to analyze needs and provide resources and support. RECs employ a variety of specialists to support local districts in technology, data use, core instructional areas, EL programs and SWD programs.

In prior years support and development structures served to provide a series of often isolated or disconnected programs. As Arkansas's P-20 longitudinal data system has evolved, a data-informed culture has begun to emerge. The efforts of regional and State agencies have increasingly drawn on actionable information through the use of continuous feedback and analysis integrated across the data system. More

powerful information is readily available to develop educators' focus on the goal of CCR for all students. Educational dashboards are planned to enable teachers to integrate local and State data for richer analyses at the classroom level. The web-based transcript developed through Arkansas's initial SLDS grant now provides critical information to teachers and leaders so they can begin meeting students' needs from the moment they walk through the door. ADE plans to enhance the information available for decision making through daily updates of the enrollment for the educational dashboard enabling teachers to access a dynamic transcript at the student level. The educational dashboard will enable teachers and leaders to integrate and analyze a variety of data to answer deeper questions more relevant to instructional planning and school improvement. The results of interim assessments may be integrated into the educational dashboard to enable richer analyses of patterns in student performance at the local, regional and State level. Richer data and analyses are not enough to affect change in practice. Change in practice occurs through sustained development opportunities such as job-embedded professional development within authentic practice environments. Additionally, data analyses is more effective among teams than at the individual level

Schools are encouraged to establish effective learning communities among teachers, leaders and support staff within and across schools to build capacity for professional development and problem-solving. Job-embedded professional development through these learning communities or team structures proffers an authentic vehicle for application of learning, peer networking and reflective practice. These structures and practices are associated with positive change in personal and organizational performance (Bengtson, Airola, Peer & Davis, 2011). Further, evidence supports the need for teachers to work in teams to analyze data for effective use in improving instruction. In their 2010 report on teachers' ability to use data to inform instruction the Office of Planning, Evaluation and Policy Development found that more data literacy skills were evident, and more valid conclusions and inferences were drawn from data when groups of teachers worked together to comprehend, interpret and apply information from educational data. This is particularly important in schools that are struggling. Thus, Needs Improvement Priority and Needs Improvement Focus School interventions include development of these learning communities to augment local capacity for professional development and data-informed problem identification, problem clarification and problem solving. Schools with Needs Improvement status may access support for developing effective learning communities through the aforementioned regional support structures.

The strategic plan for CCSS implementation and educator development is an important component of the capacity building for the ADE. It is a propitious moment to ensure existing resources are used to build capacity at the state, district and school levels to attain the vision of providing "an innovative, comprehensive education system focused on outcomes that ensures every student in Arkansas is prepared to succeeding post-secondary education and careers" (ADE, 2011).

The ADE approach to providing a multi-tiered support system is to assist schools and districts to make informed decisions regarding continuous improvement from the "bottom-up as much as possible and top down as much as necessary." This approach has several advantages. Through the proposed changes in accountability designations, ADE School Improvement Staff will be able to support and/or intervene based on the degree of need as determined by the achievement indicators and implementation indicators in the system. The incentive of flexibility in set asides that this waiver brings allows district and school leadership to build their local capacity for decision making and holds them accountable for the outcomes of those decisions. Collaborative support from ADE SISs and SSTs (Priority Schools) and state/regional/local content specialists facilitates knowledge and skill building for leaders and teachers. At the same time this approach puts more responsibility on schools and districts for committing to and enacting change in their local systems. ADE school improvement staff's role within DARTSS is responsive to the level of initiative and follow through demonstrated by district and school leadership

with increased oversight and direction required for systems that fail to engage in diagnostic needs assessment, intervention planning and implementation. Districts that fail to support Priority and Focus School interventions may be subject to Academic Distress status with concurrent state directed use of funds.

The ADE has established several vehicles for monitoring leading and lagging indicators of schools' and districts' response to differentiated accountability requirements. Schools that are demonstrating success by meeting the criteria to be designated Exemplary, and Achieving Schools meeting both performance and growth AMOs are provided a longer timeframe for submitting their ACSIP, the primary tool for monitoring school improvement processes. Some Achieving (those meeting performance AMOs but not growth AMOs), Needs Improvement, Focus and Priority Schools are monitored through annual accountability designations followed by monitoring of ACSIP planning and outcomes with a scope congruent to schools' needs identified through their annual school performance report. The ACSIP planning and implementation process requires schools to establish interim indicators of progress for adults and students (leading indicators). Focus and Priority Schools have more oversight for meeting interim measurable objectives in their TIP and PIP that will be part of their ACSIP process. As TESS and PARCC assessments are implemented throughout schools in the State, interim achievement indicators will be available to inform teacher and leader effectiveness needs in schools providing a comprehensive accountability and feedback loop for the State and local systems.

The Superintendents Advisory Council to the Commissioner reiterated the importance of flexibility in meeting its needs to develop local capacity for school improvement. The Council supported the conceptualization of flexibility to collaborate with ADE to develop Priority and PIP and TIP as well as ACSIP, followed by state directed interventions and actions when districts and schools fail to embrace the responsibility and flexibility to enact change at the local level. Further, the Council approved the use of state-direction/restriction for fund use when schools and districts fail to implement their plans.

The ADE is requesting ESEA flexibility renewal to continue to waive the mandatory set asides of Title 1, Part A funds for transportation, professional development and SES. Districts with Needs Improvement Schools, Needs Improvement Focus Schools, and Needs Improvement Priority Schools are expected to engage in capacity building in these schools by ensuring these funds are redirected to support the interventions and strategies identified within the schools' ACSIP to address specific concerns within these Needs Improvement schools. The level of district autonomy in determining the allocation of these redirected set aside funds is delineated in Sections 2.A, 2.E and 2.F; districts with Needs Improvement Focus Schools and Needs Improvement Priority Schools have the highest level of ADE involvement and lowest level of district autonomy.

Capacity building is not an afterthought of this proposed accountability system. Capacity building is an important consideration that is integrated throughout this proposal and evidenced in the comprehensive development plans detailed for transition to CCSS, PARCC assessments and TESS, as well as the proposed DARTSS. Limited human and financial resources require the ADE, districts and schools to evaluate prudently the existing structures for accountability and school improvement. ADE's response to Principles 1 and 2 of this flexibility proposal includes a thoughtful selection of carefully choreographed strategies to build the capacity of ADE, districts and schools. Principle 3 demonstrates how the TESS is coherent component within the system of accountability and responsive support to enable data-informed development of local leaders and instructional personnel. The TESS detailed in Principle 3 assists district and school leaders in building leadership and instructional capacity at the local level. Professional development time, however, is scarce.

State Statutory Requirements for SES and Public School Choice

Changes resulting from the 89th Arkansas General Assembly have helped align the state law to mirror the balance of accountability, ADE oversight and flexibility commensurate to Arkansas's approved ESEA Flexibility and to achieve more congruent systems of accountability and intervention.

ADE works with schools designated as Needs Improvement, Needs Improvement Priority or Needs Improvement Focus to incorporate the state requirement into their ACSIP and/or TIP/PIP to ensure the SES support or extend the interventions identified during the data analysis and needs assessment. The ADE ACSIP reviewer or ADE SIS reviews the alignment of these services within the schools' plans to maximize the efforts to support the lowest performing students.

The following information describes the ADE's existing SES process to ensure effectiveness of SES provided by SES providers. In addition to the information below, performance of SES providers is made transparent pursuant to Arkansas Annotated Code § 6.15.2011 (Attachment 25).

According to application guidelines, SES provider applicants are required to provide evidence for each indicator listed below. In addition, applicants must participate in an in-person interview as part of the final determination of approval status.

- Provide evidence that this program has contributed to a positive impact on student achievement on state, school, and/or another independent, valid and reliable performance test, particularly for low-income, underachieving students (cite available research studies).
- Provide evidence that this program has had a positive impact on student performance using a measure of school grades, homework completion, or school/teacher administered subject area test. Submit data within this section. Place charts/tables at the end of this section.
- Provide evidence of improved student outcomes, such as student attendance, retention/promotion, graduation, family/parent satisfaction, and/or student behavior/discipline. Discuss how the data from these conclusions were derived.
- Provide a copy of the proposed pre and post-test instrument for each grade and academic content area for which services are proposed. These must be available for review at each interview.
- Demonstrate in the application and provide proof of the capacity of the provider to serve any special populations of students, including special education and students with limited English proficiency, proposed to be served.
- Disclose to the ADE and persons reviewing applications and conducting in-person interviews any and all material requirements for participating in the program including internet connectivity, computer or other equipment including equipment and materials supplied by the applicant. And
- Inform the ADE if the provider has been removed from the approved SES provider list of any state, and the reasons for the removal.

Applicants are required to supply both a cost for each pupil for an instructional hour and per pupil for an instructional day AND a specific and detailed description of the pricing structure employed by the provider. As mandated by regulations, charges must not exceed a maximum of $50 per pupil per hour of instruction, or $100 per pupil per day of instruction or $400 per pupil per instructional week, whichever amount is LESS.

Applicants are also required to indicate in the application whether the entity specializes in providing services to SWD and/or ELs.

According to the application and new for the 2011-2012 school year, external providers are also evaluated

at the end of each school year to determine a performance category rating. This rating will determine if the provider will remain on the State approved list. Providers are measured in three categories: (1) Academic Achievement, (2) Customer Satisfaction and (3) Program Compliance. The results of the three categories are combined to determine the performance category rating (categories are listed below). Ratings are assigned for each provider and posted on the ADE's website annually. Rating categories are approved, satisfactory, probation I, probation II, and removal.

The provider is also required to submit to the school district and ADE a final written report, with supporting data, that summarizes the progress of all students served with their supplemental services. This information will be used to help determine if a provider will remain on the state-approved list.

References

Arkansas Department of Education (2011). *ACTAAP Report Interpretation Guide, Augmented Benchmark Examinations Grades 3 – 8*. Retrieved from http://arkansased.org/testing/pdf/assessment/rig_benchmark_052711.pdf.

Bengtson, E., Airola, D.T., Peer D., & Davis, D. (2011, November). *The Arkansas Leadership Academy Master Principal Program: Using peer learning support networks and reflective practice to promote and nurture positive change in personal and organizational performance.* Paper presented at the Annual Convention of the University Council for Educational Administration, Pittsburgh, PA.

Data Quality Campaign. (2011). *Ten State Actions to Ensure Effective Data Use.* Retrieved from http://www.dataqualitycampaign.org/build/actions.

Dougherty, C. (2010). *Using the Right Data to Determine if High School Interventions Are Working to Prepare Students for College and Careers.* Retrieved from http://www.betterhighschools.org/docs/NCEA_CollegeCareerReadiness.pdf.

Education Week. (2012, January). *Quality Counts: The global challenge—education in a competitive world.* Retrieved from http://www.edweek.org/ew/toc/2012/01/12/index.html?intc=EW-QC12-EWH.

Lissitz, R. W., & Huynh, H. (2003). Vertical equating for state assessments: issues and solutions in determination of adequate yearly progress and school accountability. *Practical Assessment, Research & Evaluation, 8*(10). Retrieved from http://pareonline.net/getvn.asp?v=8&n=10.

Office of Planning, Evaluation and Policy Development. (2010). Teachers' ability to use data to inform instruction: Challenges and supports. Retrieved from http://www2.ed.gov/rschstat/eval/data-to-inform-instruction/report.doc.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
□ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014-2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: □ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014-2015 school year for all teachers of tested grades and subjects and principals; and □ 15.b.ii Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2015-2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document entitled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ✓ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

The manner in which Arkansas evaluates teacher effectiveness has changed since Arkansas first applied for ESEA Flexibility in 2012. The evaluation system has principals spending more time in classrooms observing and analyzing instruction, then following up with teachers to provide feedback.

The prior evaluation system relied on a vague checklist of classroom practices. Teachers did not have a clear sense of what the principal was looking for, so they played it safe and taught a familiar lesson – one they knew would go well but did not improve teaching.

Research revealed almost 90 percent of Arkansas school districts were using some type of checklist as their evaluation instrument in the prior evaluation system. Because there were no descriptors or rubrics, expectations were not clear. This lack of clarity provided little targeted feedback for teachers in improving their professional practice and improving student learning.

Using Charlotte Danielson's *Framework for Teaching,* Arkansas found a more in-depth process for measuring teacher practice. It requires more time from the administrator and teacher but leads to a much more valuable conversation about improving instruction in the classroom.

Quality teaching begins with a teacher's formal education, but it grows through a process of continuous improvement gained through experience, targeted professional development and the

insights and direction provided through thoughtful, objective feedback about the teacher's effectiveness. Arkansas took a critical step toward ensuring high quality instruction and instructional leadership through the passage of the Teacher Excellence and Support System (TESS) that defines a system to support effective teaching and leading in Arkansas's schools (Ark. Code Ann. § 6-17-2802). The 2011 Arkansas General Assembly introduced and passed this legislation to standardize comprehensive evaluation and support for licensed educators and non-licensed teachers employed in public charter schools under a waiver of teacher licensure requirements granted by the State Board of Education in the schools' charters.

The passage of TESS culminated the early work of Arkansas educators seeking to reform the educator evaluation system. A teacher evaluation task force was formed in the spring of 2009 with the purpose of researching, evaluating and recommending a framework for summative evaluation that would include valid assessment of educator practice and professionalism, as well as evidence of educator impact on student growth and performance. A diverse group of 36 stakeholders met over a two-year period to accomplish this work collaborating with Charlotte Danielson, author of *A Framework for Teaching*. Stakeholders included teachers, principals and representatives from the ADE, RECs, college deans of education, businesses, legislators, school boards, superintendents and district human resource professionals. A list of the task force members and their affiliations is provided in Attachment 18. Many of the recommendations from the task force were incorporated into TESS.

TESS provides statutory direction for reform of teacher and leader evaluation systems. Rules and regulations promulgated as a result of this legislation provided districts with an initial blueprint to operationalize standardized, valid and reliable evaluation and support systems focused on professional growth of educators as measured by professional practice, as well as student growth and performance. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link provides critical information to state, district and school educators in the form of essential data and feedback to ensure CCR access and achievement for all Arkansas students.

As stated in Arkansas's Annotated Code Section 6-17-2802, the following objectives are promoted through TESS.

- Provide school districts a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;
- Provide feedback and a support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;
- Provide a basis for making teacher employment decisions;
- Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;
- Encourage highly effective teachers to undertake challenging assignments;
- Support teachers' roles in improving students' educational achievements;
- Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and
- Increase the awareness of parents and guardians of students concerning the effectiveness of teachers.

The objectives of this legislation are congruent with the requirements in Principle 3 of the ESEA Flexibility Renewal and ensure a comprehensive approach to accountability for high quality instruction and instructional leadership congruent with Arkansas's DARTSS. Teacher and leader evaluation is a critical area for reform if educational systems are to improve the quality of instruction to ultimately close achievement gaps and ensure access to CCR standards for all students.

The law delineates the elements of the evaluation and support system that must be enacted including the required components of summative evaluation framework, the performance categories or descriptors and tiered professional support based on designation within each performance level. As per the law, the State Board of Education was charged to promulgate rules and regulations to operationalize TESS. The final rules and regulations shall without limitation:

- Recognize that student learning is the foundation of teacher effectiveness, and that evidence of student learning includes trend data and is not limited to a single assessment;
- Provide the goals of TESS are quality assurance and teacher growth;
- Reflect evidence-based or proven practices that improve student learning;
- Utilize clear evidentiary data for teacher professional growth and development to improve student achievement;
- Recognize that evidence of student growth is a significant part of TESS;
- Ensure student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;
- Require annual evidence of student growth from artifacts and external assessment measures;
- Include clearly defined categories, performance levels and rubric descriptors for the framework;
- Include procedures for implementing components; and
  Include professional development requirements for all administrators and teachers to understand and successfully implement TESS (A.C.A. §6-17-2804).

- Rules and regulations pursuant to Arkansas Code Annotated § 6-17-2804 serve as the guidelines required under Principle 3.A. of Arkansas's ESEA Flexibility.

TESS represented a significant change for educator evaluation in Arkansas. Prior to TESS districts chose or designed their own teacher and administrator evaluation instruments. TESS established standards for a consistent and uniform evaluation system for the support and improvement of teacher effectiveness across Arkansas. TESS also specified that the ADE shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators. According to statute, administrator evaluation should be weighted on student performance and growth to the same extent as provided for teachers under TESS. Districts were required to pilot the model created by the ADE or use a nationally recognized model that meets all the requirements of the law and was approved by the ADE by the 2013-2014 school year. The new system of teacher evaluation is in place for all districts this school year. (See Attachment 5: Ark. Code Ann. § 6-17-2802).

RULES DEVELOPMENT, STAKEHOLDER INPUT AND ADOPTION PROCESS

A TESS rules committee was formed with representation from all constituent groups to draft rules and regulations informed by research, best practices and stakeholder input. Representatives on the committee include the following stakeholders.

Arkansas Education Association (AEA)
- Teacher representatives and additional AEA staff represent the interests of licensed teachers locally and in Arkansas policy development and implementation;

Arkansas Association of Education Administrators (AAEA)
- Includes representation for Arkansas Association for School Administrators, Arkansas Association for Curriculum and Instruction Administrators, Arkansas Association of Federal Coordinators, Arkansas Association for Special Education

Administrators, Arkansas Association for Elementary Principals, Arkansas Association for Secondary Principals, Arkansas Association for Gifted Education Administrators, Arkansas Association for Middle Level Administrators, Arkansas Association for Career and Technical Education Administrators;

Arkansas Department of Higher Education (ADHE)

- Representatives from postsecondary institutions' colleges of education and colleges of arts and sciences;

Arkansas School Boards Association (ASBA)

- Representatives for district boards of education and state policy development related to boards;

Arkansas Rural Education Association (AREA)

- Representatives for small rural and isolated schools' concerns;

Walton Family Foundation (WFF)

- Representatives of business and private sector foundations concerns;

Arkansas Public School Resource Center (APSRC)

- Representatives for charter schools and rural schools in Arkansas

The rules committee met September 29, 2011 for the first time to establish an agenda for future work and determine the information that would be needed to inform the rule-making process. The rules committee met in October to hear from the districts that had piloted components of TESS in 2010-2011. The feedback from this meeting was used to formulate a rough draft of rules for consideration during the January 17, 2012 meeting. The committee met twice monthly until the rules were presented to the Arkansas Board of Education for release to the public for comment. A focus group of special education teachers met February 16, 2012, to review the draft rules and provide feedback specific to the concerns of special education teachers. A group of teachers of ELs met March 2, 2012, to more specifically address the concerns of teachers working with these students.

In addition to the rules committee meetings, the ADE hosted public meetings in all geographic regions of the state in November and December in an effort to elicit more input in the rule-making process from all stakeholders. Two sessions were presented at each of five locations (10 meetings total). At each location, one meeting was held at 1:30 p.m. and the second at 5:00 p.m. to provide access to all teachers, administrators, parents and community members. A Commissioner's memo was disseminated to announce the meetings, press releases were sent out and all constituent groups were asked to forward the information about the regional meetings to their memberships. The attendees at the ten public regional meetings included the following:

98 students
22 parents
102 teachers
300 administrators
83 community members

A brief informational PowerPoint presentation was given summarizing the components and timeline of TESS. Attendees were provided the opportunity to comment on TESS, ask questions about TESS and make suggestions for consideration in the rule-making process. At the conclusion of each of the public regional meetings hosted by the ADE, attendees were directed to a survey released on the ADE's website. The purpose of the survey was to obtain feedback for TESS rule-making based on questions and

comments from the regional meetings. A Commissioner's memo was released to provide information about the survey to ensure all educators had an opportunity for input to the initial draft of the rules.

The input from the regional meetings and the survey were reported to the rules committee for consideration in their work. Topics of concern that are currently being addressed include incorporation of student growth and performance, inter-rater reliability and determining criteria for artifacts that can be used to satisfy the external assessments in non-tested content areas to ensure districts have adequate guidance in these areas. The October 31, 2011, meeting of the rules committee included reports from representatives in districts that conducted the 2010-2011 pilot of the TESS framework for assessing educator effectiveness. The pilot district representatives shared with rules committee members the positive aspects of using the standardized framework for teacher observation and the rich discussions that followed observations because of the robustness of the performance descriptors in the evaluation rubric. However, the pilot district representatives shared that they did not include a component for weighting student growth and performance into the final teacher performance levels. The pilot district representatives shared their challenges as well, leading to a deep discussion of the extent of detail that would need to be provided as guidance in the final rules.

In its 2012 ESEA Flexibility proposal the ADE propose to use a threshold for expected growth that would act as a trigger for concerns and prohibit the designation of a teacher as Distinguished when growth fell below the threshold, or reduce the designation of a teacher by one performance level if growth fell below the threshold two years in a row. Prior to determining a threshold value to inform teacher effectiveness ratings, the ADE evaluated growth models currently in use for accountability or data visualization in order to determine the usefulness and appropriateness of these models for TESS.

Through a series of Teacher Evaluation Advisory Committee (TEAC) meetings two growth models were evaluated for use in TESS: a gain index model and the student growth percentile model. State assessment scores were used to model teacher-level growth scores (teacher gain index and median SGP) and the results of the modeling was shared with TEAC members during the 2012-2013 school year. The gain index provided a criterion-referenced growth value as indicated by changes in students' performance levels on the state assessment. The SGP model provided a normative growth value—a teacher median value for students' performance compared to other students with similar performance in the prior year.

The strengths and concerns of the two models were debated by the committee. The gain index provided direct information about students' change in performance relative to the standards; whereas the SGP provided a relative measure that could be used across different tests with different scales. After further modeling, the TEAC was presented with a threshold value that could be applied to the SGP to anchor the median SGP in a specific criterion: the median SGP value at which more students were losing ground against grade level standards, than gaining or maintaining performance relative to grade level standards.

A further refinement was presented to the TEAC to help teachers and leaders understand the growth values. The Student Ordinal Assessment Rank (SOAR) value was created as a variation of the SGP. This variation involves the use of an academic peer group with identical prior year scale scores, rather than the academic peer group of similarly scoring students. This method of arriving at a student-level growth value that was relative to the change in performance of academic peers was used to calculate teacher medians for 2012, 2013, and 2014 for the purpose of informing teachers and leaders in their evaluation processes

and to ensure the use of growth in teacher evaluation ratings was consistent across districts and schools and to ensure congruence between teacher effectiveness ratings and impact on student growth in achievement.

The median SOAR values were calculated for teachers of literacy and mathematics using their student's literacy and/or math assessment scores. For teachers other than math and literacy, the TEAC decided to apply the SOAR literacy value for all students linked to the teacher during the school year. These 'other teachers' received a median value for 2012, 2013, and 2014 to inform their discussions on teacher effectiveness with their evaluators. State assessments are expected to be used as external assessments in the determination of teachers' ratings. Teachers and leaders were made aware of the availability of the median SOAR values and how to access their median values using a password protected SOAR portal (https://adedata.arkansas.gov/)

The ADE proposed to limit the designation of teachers as Distinguished in the event that teachers' median SOAR values fall below a threshold of growth currently set at a median value of 30. The threshold information is included in TESS implementation guidance. In the event that a teacher receives strong professional practice ratings and demonstrates a low impact on student learning, it is expected that the teacher's Professional Growth Plan (PGP) will address this discrepancy and its root causes. Persistently low student growth will result in a lower teacher effectiveness rating. For example, teachers rated as Proficient, rather than Distinguished, due to low growth of his/her students will be rated as Basic if the low growth of his/her students persists over multiple years as indicated in the Rules for TESS. Likewise, teachers rated as Proficient or Basic may have their rating reduced to a lower level of teacher effectiveness in the event their students demonstrate persistent low growth (a level below the threshold for multiple years).

The special education focus group meeting held February 16, 2012, provided additional input to the rule-making process. This initial meeting was informational, providing special education teachers and supervisors with the basic components of TESS, and eliciting their concerns regarding the need for differentiated training for special education teachers and supervisors, and inclusion of specific guidelines for differentiation of the evidence used to support performance descriptors for special education teachers. This representative group provided additional input based on feedback from other special education teachers and supervisors for the remaining rules committee meetings.

The Assistant Commissioner of Human Resources and Licensure and educator evaluation lead conducted meetings with two groups; EL teachers and special education teachers. The teachers were asked to examine Danielson's framework, which informs the rubric for Arkansas's teacher evaluation system. The teachers were asked to identify components of the framework that might require modification based on the groups of students served. The teachers were also asked to submit suggestions on the application of student growth to the summative evaluations. Follow-up meetings are scheduled to provide further input during the implementation process.

Rules for implementing TESS address the questions and concerns expressed through stakeholder input and rules committee discussion. In April 2012, the draft rules were presented to the Arkansas State Board of Education for review and released for public comment. After the public review and revision process, final rules will be presented to the State Board of Education for approval. Once Board approval is attained the rules will be submitted to the Legislative Rules Committee as per the Administrative Procedures Act. It is anticipated this process will be completed by the end of the 2011-2012 school year. Rules went into effect October 2012. Rules are revised as needed through the ADE's continuous improvement process which includes stakeholder input.

Stakeholder input continues through training events, a Teacher Evaluation Advisory Committee/Leader Evaluation Advisory Group (TEAC), and other informal feedback collection. For example, statewide training that focused on the PGP as a formative process and coaching were conducted early in the pilot. The Director of Educator Evaluation and Assistant Commissioner of Licensure and Educator Effectiveness visited all 15 educational cooperatives throughout in the state during 2013-14. Administrators from local districts received updates about student growth modeling results, decisions recommended by the TEAC based on the modeling, and other decisions that were mmade regarding the evaluation system. The ADE leaders used these visits to obtain feedback from the pilot.

Trainings to support both administrators and teachers with the evaluation process were held at each regional cooperative in the fall of 2014 based on feedback from the pilot year and in the spring of 2015 based on feedback from the first semester of implementation. Feedback from these visits informs subsequent TEAC discussions and future communication and professional development. In order to involve more educators from across Arkansas, members from the Southern Regional Education Board (SREB) are conducting Focus Groups in May of 2015 at eight regional locations to provide feedback about the implementation, the evaluation system and ideas for improvement.

RULES UPDATES: 2015 ARKANSAS GENERAL ASSEMBLY

During the regular legislative session of 2015, the Arkansas Legislature approved amendments to the Teacher Excellence and Support System (TESS) Statute. Under Act 1091, changes to the Teacher Excellence and Support System (TESS) law include: References to "professional learning plan" are changed to "professional growth plan"

- References to "professional learning plan" are changed to "professional growth plan"
- "Professional development plan" is defined as the overall school district plan and "professional growth plan" is defined as the individual educator's plan under TESS.
- The requirement for educators to have a summative evaluation is changed to every four years (instead of three). This does not include novice, probationary or educators on an intensive support track.
- Informal observations are permitted, but are no longer mandatory during the summative evaluation year(s).
- Superintendents must assure to the Department that evaluators are trained and have passed the credentialing exam required under TESS.
- The method of using external assessments and artifacts is clarified (to align with Arkansas' ESEA flexibility waiver). This section references other commercially available assessments. It is clear that student growth measures will include state assessment where data is available to calculate growth.
- A teacher in a virtual environment may be observed by the technology appropriate to the virtual environment.

Rules and Regulations will be taken to the State Board of Education in August 2015 with revisions based on the 2015 legislation.

CONTINUOUS IMPROVEMENT

An effective accountability system cannot exist without an evaluation system that provides teachers and administrators with targeted data and information on educator practice and student learning to foster professional growth. The components of TESS enhance a comprehensive and coherent system of accountability and support that aligns all components of the system with CCR Goals.

TESS provides an integrated system that links evaluation procedures with curricular standards, professional development activities, and targeted support.

The ADE is focused on improving educator and leader practice through a system of summative evaluations and formative observations that provide a continuous feedback loop for teachers and administrators to address teacher and student learning needs. Summative evaluation will include pre-observation conferencing, formal observation for at least 75 percent of the instructional period using a specified evaluation rubric with specific performance descriptors, and post-observation conferencing to include evidence provided by the teacher to inform the evaluation. A PGP will be developed to address findings from the summative evaluation. The plan must include half of the professional development hours required by rule or law and must address the teacher's content area, instructional strategies related to the teacher's content area, or the teacher's needs identified through summative evaluation. Interim appraisals include formative observations of teacher effectiveness to enhance the ability of district and school administrators to provide 'just in time', job-embedded professional development and support in addition to more formal professional development and growth opportunities. The frequency of formative observations allows administrators to take the pulse of implementation of recommended improvements in instructional strategies at the classroom level. Formative observations are used to build a collaborative and supportive learning process within schools that is likely to improve student achievement in the short and long term.

TESS enhances the goals of Principle 2 by assisting all districts' and schools' continuous improvement planning. Teacher and leader evaluations inform the development of district and school professional development plans within the ACSIP, and in the case of Priority and Focus Schools, within the PIP and TIP. This is intended to ensure coherence in needs assessment and continuous improvement planning, particularly in struggling schools. Struggling schools in particular need a very concise, consistent evaluation support system. Research from the task force revealed that 87 percent of districts in the state have been using different checklists for teacher evaluations. The instruments were varied and did not provide any targeted support to teachers, nor did they use documented evidence to support the ratings. Many times struggling schools are overwhelmed with the enormity of the task of improving student learning overall, or for a particular population of students. Standardizing evaluation rubrics and criteria for performance levels assists leaders and teachers in maximizing the effectiveness of student learning.

TESS provides an instructional and leadership accountability and feedback system to inform continuous improvement planning and to focus districts' and schools' time, efforts and resources with regards to the development of its human resources. The new evaluation system will provide critical data and information needed to transform struggling schools, and allow district and school leadership to differentiate support. With differentiated support, all teachers, including teachers who provide services to at-risk subpopulations, such as SWD and EL teachers, receive assistance to enhance their professional practice and to implement all aspects of CCSS. The differentiated support provided in the system informs coaching, professional development and, where appropriate, employment renewal decisions.

COMPONENTS OF TESS

TESS includes a four-tier rating system that differentiates performance levels of educators as Distinguished, Proficient, Basic or Unsatisfactory (Ark. Code Ann. § 6-17-2805 (a) (2)) and differentiates intervention and support based on these ratings. The four performance levels are determined using an evaluation rubric as well as evidence of student growth and performance (Ark. Code Ann. § 6-17-2805 (a)(2)(c)(d)). Charlotte Danielson's *Framework for Teaching* was determined to be congruent with Arkansas's desired evaluation framework for assessing educator practice and was piloted in several districts during the 2010-2011 school year prior to the enactment of TESS. The *Framework for Teaching* details 22 components of professional practice that are grouped into four broader categories for evaluation. These components provide a valid, research-based framework for evaluation of educators that incorporates national best practices. Danielson's Framework coupled with rigorous training in the use of the Framework was demonstrated to produce observational outcomes that highly correlate with student growth in the Gates Funded Measures of Effective Teaching (MET) study. The *Framework for Teaching* is used for observation as well as pre- and post- observation conferences to ensure adequate evidence to support the ratings includes the use of student growth and performance outcomes.

The four categories for evaluation of educator practice include the following:

- planning and preparation
- classroom environment
- instruction
- professional responsibilities

The *Framework for Teaching* provides evaluators with detailed rubrics that include performance descriptors and evidence criteria for rating teacher practice within each of the aforementioned categories. The use of the detailed performance descriptors and evidence criteria in the rubrics ensures a valid, standardized approach to observational ratings of educator practice.

Based on summative evaluation, educators receive ratings for each of the 22 components within the four categories. The ratings determine the frequency of formal summative evaluation, interim appraisals and the level of support and learning to be specified in a PGP. Section 6-17-2808 specifies the frequency of evaluation based on educators' performance ratings, and Section 6-17- 2806 of Arkansas Annotated Code specifies the support components of the evaluation system based on educators' ratings. Teachers who are considered novice or probationary are evaluated annually using the formal summative evaluation process. Non-probationary teachers that are not in Intensive Support Status receive a formal, summative evaluation every four years. New teachers may be novice (first year) or Probationary (two to three years). Novice, probationary and non-probationary teachers may be placed in Intensive Support Status based on the summative evaluation (Ark. Code Ann. § 6-17-2807). A teacher is placed in Intensive Support Status if the teacher has a rating of Unsatisfactory in any one entire teacher evaluation category of the evaluation framework, or if the teacher has a rating of unsatisfactory or Basic in a majority of the descriptors in a teacher evaluation category. Figure 18 provides an overview of the differentiated support based on ratings.

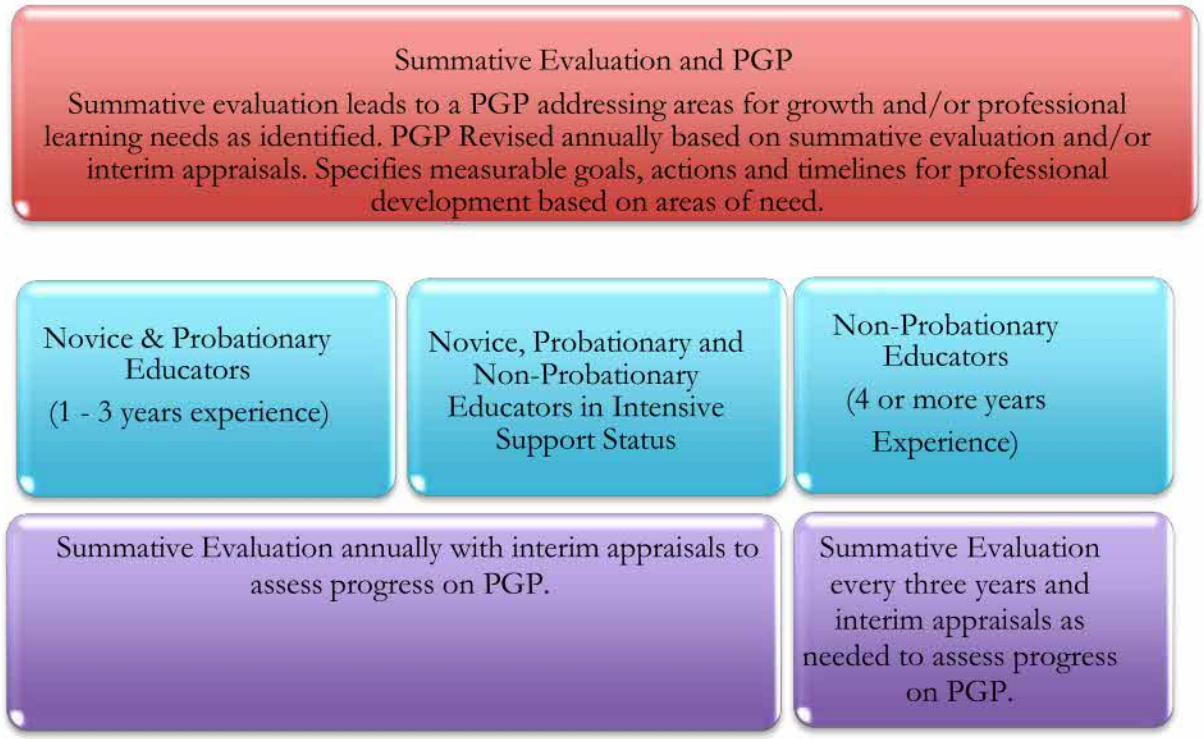


Figure 18. Overview of TESS and differentiated system of support.

Educators will receive a performance rating annually and aggregated reports of educator performance ratings will be included in the teacher quality indicators of the annual school performance report. All educators' ratings will be published in aggregate form at the school, district and state level on the annual school performance report. Each year all educators will complete a PGP in collaboration with the evaluator. The goals of the plan will be directly related to the areas identified from the most recent summative evaluation as needing improvement.

TESS requires that teacher evaluation include annual evidence of student growth from artifacts and external assessment measures, as well as judgments regarding teachers' professional practice using a clearly defined framework designed to ensure teacher quality and promote teacher professional growth. Teachers are classified into one of four performance categories based on their impact on student learning and their professional practice: Distinguished, Proficient, Basic, and Unsatisfactory. Teachers' performance levels are determined using the intersection of their professional practice ratings and teachers' impact on student learning as evidenced in artifacts and external assessment measures.

Evaluators classify teacher's professional practice using detailed rubric descriptors for subcategories within in four categories of practice:

- planning and preparation,
- classroom environment,
- instruction, and professional
- responsibilities.

These classifications take into account classroom observations, artifacts of preparation, instruction and assessment, contribution to professional culture, and student feedback, among other considerations. ADE has contracted with Bloomboard to provide a statewide on-line observation system to be used by all districts. The system will be beneficial to educators because it will streamline the data collection and evaluation process and allow all documents to be completed electronically. The state system will also provide an avenue for the state to collect teacher ratings to be published on school and district performance reports.

Another part of the performance level judgment considers whether the educator's impact on student learning is low, moderate, or high. Even though a certain percentage of student performance is not assigned to the overall teacher evaluation in the TESS law, it does specify that half of the evidence used to evaluate teachers must be student performance indicators that are externally generated, or artifacts that the teacher has not designed or scored. This part was purposely added to the law to ensure an emphasis on student performance based on external measures such as state and national assessments.

Summary growth statistics at the teacher level that have been available in previous years included Growth to Standard growth model percentages, median SGP using the SGP model, and/or results from local district or school measures of achievement.

- Growth to Standards statistics were available for Grades 4 to 8 in math and literacy using the ACTAAP CRT
- Median SOAR values are available for
    - Grades 3 – 8 for math and literacy on ACTAAP CRT exams
    - End of Course Algebra and End of Course Geometry
    - Grades 5 and 7 science on ACTAAP NRT or CRT exams and End of Course

The rules for TESS delineate the other external assessment measures that may be used when state level assessments of growth in student learning are not available. Other assessments may include pre- and post-test results from classroom and/or district assessments of knowledge, performance measures, and other assessments as listed in the attached rules.

The intersection of the judgment of professional practice and growth in student learning determines the performance level assigned to teachers, as well as the consequences for teachers under the evaluation system. The expectation is that teachers achieve Proficient ratings in professional practice and at least moderate or expected impact on student learning. When professional practice ratings and impact on student learning are not congruent, this is cause for concern and a threat to the validity of the evaluation system. Strong performance ratings and low impact on student learning would not support a judgment of teacher performance as Distinguished. Thus, a safeguard is proposed to ensure the use of growth in teacher evaluation ratings is consistent across districts and schools and to ensure congruence between teacher effectiveness ratings and impact on student growth in achievement.

The ADE proposed to use a threshold for expected growth that would act as a trigger for concerns that would prohibit the designation of a teacher as Distinguished. In grades and subjects where growth model data are available, and of sufficient N to support reliable inferences, the state assessments are expected to be used as external assessments in the determination of teachers' ratings. The ADE proposed to limit the designation of teachers as Distinguished in the event that teachers' summary growth statistics fall below a threshold of growth among all teachers in the state.

The TEAC determined that the student growth measure for all tested grades would be the subject-matter median SOAR value and for non-tested teachers it would be the median SOAR value based on students' literacy SOAR scores for the students that are assigned to those teachers. For example, a United States History teacher that has 128 students assigned to him/her, would be accountable to meet the threshold of student growth for those students based on their literacy SOAR scores. Teachers in non-tested areas use the same SOAR score and are held to the same threshold for growth as math and literacy teachers.

The student growth measures and model to determine growth outlined above will apply to teachers in grades 4-11 that are considered a teacher of record.

The decisions that have not been made in regards to student growth include: K-3 teachers, teachers that teach only seniors, special education teachers, and teachers that are not teachers of record such as counselors, library media specialists, administrators, and elementary art, music, and P.E. teachers that only see students in a pull-out class. ADE staff is working with statisticians to determine if the above outlined model can be used for teachers in grades 2 and 3. Data is being modeled and analyzed to determine the validity of using the SOAR scores as growth from the second grade Iowa Test of Basic Skills to the new PARCC assessment in third grade. ADE staff is also reviewing alternative assessments that could be used for students in primary grades.

One group of teachers for which student growth data has not been determined is the group of teachers that only instruct seniors. Since the PARCC assessments will only assess students through the eleventh grade, a measure has not yet been identified to determine a suitable method for attributing student growth. ADE staff will meet with stakeholders from that group to make a determination, particularly since Arkansas received a waiver for testing Grade 11 literacy and Algebra II for spring 2015. Fewer

students will have state assessment data meaning that fewer teachers will have student growth data based on the state assessment.

ADE believes with the implementation of the CCSS and the transition to next generation assessments, the use of literacy scores in the evaluation system helps the non-tested teachers heighten the use of strategies to implement the literacy standards related to their content area in their classrooms. ADE also believes very strongly that in order to be successful, a state-wide initiative must be put in place to support these teachers with professional development offerings and support from their administrators. Tim Shanahan, an author of the CCSS and expert in disciplinary literacy, was brought in to provide a two-day training in early June of 2014. The training was filmed and placed on AR IDEAS, where it is available to all teachers. ADE worked with content experts in art, music, P.E., science, and social studies to draft content specific training in each of those areas. The content specific trainings were offered at each of the educational cooperatives throughout the summer. Each training was filmed and placed on AR IDEAS for any educator that was unable to attend in person. Because of capacity issues, ADE was not able to include any other content areas last summer; however, a plan was put in place to add other content areas beginning last fall. ADE staff worked with faculty from Career and Technical Education to assist in trainings specific to those areas.

Because effective data use is a critical component of improving outcomes for students an additional area of support planned for teachers and administrators is professional development opportunities concerning data literacy. School and district leaders need to collect, analyze, and use data; therefore, comprehensive training is under design to explain SOAR scores, as well as, support administrators and teachers in understanding the data they need to be reviewing, questions they need to ask based on data, and possible explanations for data trends. A key outcome is to show how data literacy relates to the evaluation rubric and professional growth plan and to demonstrate the value and use of data by leading a data-driven, collaborative culture. Planning for this training is still underway, delayed by the uncertainty in future assessments. In the interim, ADE has requested proposals from Arkansas's higher education institutions to integrate data and assessment literacy integrated with ADE's data tools, into teacher preparation and leader preparation courses. These grants will incentivize higher education programs to prepare teachers and leaders with assessments and data relevant to practice in Arkansas's schools.

Data-Based Proposed Revisions

For instructional purposes, the ADE proposes to include student growth as a measure in the summative evaluation rating starting in the 2017-2018 school year due to the transition in state assessments in 2015-16. As recommended by Arkansas's TAC for public school accountability, this will allow for development and modeling of growth measures using stable student scores from a test that is built to measure the same standards and constructs expected to be taught by teachers and learned by students. During this time period ADE will analyze the growth data across teachers, grade levels, and courses. This is a critical step in developing a growth measure for use in high stakes such as teacher and leader effectiveness. Also during this period ADE will calculate and report student growth scores and teacher median growth values to teachers and leaders to continue to inform their conversations about effectiveness.

Arkansas will continue with statewide implementation of the state evaluation rubric, Danielson's Framework for Teaching, during the transition school years. Many districts chose to early adopt and piloted the system with all teachers during the 2013-2014 year. All administrators who evaluate teachers completed the Teachscape Proficiency Assessment. The state allocated many significant resources to ensure evaluators have had the necessary knowledge and skills to evaluate all teachers in a fair, consistent, and valid manner. The state provided other trainings to support administrators so the primary purpose of

the evaluation system is not lost, the primary purpose being a formative process to improve professional practice, thereby, improving student learning. While training everyone on the details of the system, forms, etc., is important, a concerted effort to emphasize the formative process has been a focus so the evaluation system does not become what the state has had in the past, a system of compliance.

Justification for Proposed Revisions

Staff from the Arkansas Department of Education has been meeting with the TEAC since September 2012. Members of the TEAC are teachers, district level administrators, building level administrators, representatives from various educational organizations, and the business community. The TEAC has met approximately once every two months for the first two years, and currently meets on a quarterly basis. ADE staff provides research and summaries of data analysis and modeling to TEAC members to inform discussions and decision-making. ADE collaborated with the Arkansas Research Center and more recently with the Office of Innovation for Education to support the analytics required for TEAC discussions.

Initially, the TEAC came to consensus on how student growth would be incorporated into a teacher's final summative rating. Teachers are assigned a median SOAR value. Student SOAR scores are based on an SGP model and calculated using student scores from state assessments. Using data from 2011-2013 a threshold value for low growth was determined to be a median SOAR value of 30. This value was found to be associated with approximately 50 percent or more students losing ground in performance level from the prior year, i.e. negative gains. It was decided that a-teacher must have a minimum of 10 students taking an assessment to receive a SOAR score. This minimum number of students was selected to maximize the number of teachers for which a median SOAR value could be calculated while attending to concerns about reliability for teachers with a smaller number of students assigned to them.

The student SOAR score was considered desirable because the method for determining a student's academic peers was more direct (students with the exact same prior scale score) than for the SGP cohort or SGP baseline methods which use quantile regression. Although the SOAR method used an academic peer group that may have been more accessible to teachers, this was achieved by a tradeoff in more extreme variations in the size of the academic peer group from year to year. For example, within the algebra test in 2014 the size of the academic peer group ranged from 1 student at a scale score of 464 to 773 students with a scale score of 243. For the student at a scale score of 464 his/her growth is limited to being characterized by a SOAR score of 50 regardless of whether the student improved, declined, or gained as expected during the year. ADE collaborated with researchers to determine whether this impacted the use of median SOAR values for teacher evaluation.

During the 2014-15 school year, the ADE calculated a median SOAR value for each teacher and school where a sufficient number of students allowed for the calculation of a math and literacy student SOAR score for the 2012, 2013, and 2014 assessments. These values were posted to a password protected portal for teachers and leaders to access the information and begin to have conversations about teacher performance ratings and teacher growth values. Concurrently, teacher median SOAR values were analyzed to answer questions about year to year stability of the values, as well as the factors that may impact validity and stability of the values for teachers of specific subgroups such as English Learners or Students with Disabilities.

ADE staff met with special education teachers to review the SOAR model for special education teachers. Although the use of a median SOAR value for special education educators has not been ruled out as a viable measure for informing effectiveness there are concerns about its use. All parties want to make sure due diligence has been executed before making a final decision on its use.

In reviewing SOAR data, it was determined that Arkansas's outcomes for special education teachers differed from outcomes for special education teachers in other states. Arkansas special education teachers' median scores were highly likely to be below the median SOAR value of 30 (See Table 8).

Table 8. *Teachers Meeting or Exceeding the Median SOAR Value of 30*

	Teachers of SPED Courses		Teachers of Non-SPED Courses	
	SOAR < 30	SOAR ≥ 30	SOAR < 30	SOAR ≥ 30
One Year Median				
Literacy	814 (54.6%)	678 (45.4%)	1097 (7.0%)	14615 (93.0%)
Math	1098 (56.4%)	850 (43.6%)	2295 (10.3%)	20060 (89.7%)
Three Year Median				
Literacy	804 (53.9%)	688 (46.1%)	961 (6.1%)	14751 (93.9%)
Math	1083 (55.6%)	865 (44.4%)	2195 (9.8%)	20160 (90.2%)

After discussions with national consultants, data from 2012, 2013, and 2014 were used to model student and teacher growth scores using the SOAR calculation, a cohort SGP calculation, and a baseline SGP calculation to determine whether the pattern was associated with the SOAR calculation or potential other factors. Arkansas has determined that the SOAR calculation, which relies only on a prior year and current year comparison, functions differently than a true SGP cohort or SGP baseline growth score for certain subgroups. The SGP baseline calculation which uses multiple years of students' prior scores, provides greater stability and precision across all subgroups and grade levels.

These analyses provided ADE with more data for exploring additional questions that have arisen in TEAC discussions. The comparison of these student growth metrics and the impact on median teacher values was extended to validate the threshold value of 30 using the three most recent years of data. This validation analysis revealed the median SOAR or SGP value of 30 was not associated with a stable criterion of 50 percent or more students experiencing negative performance level gains when disaggregated by grade level or across years. The year to year and grade level differences are enough to lead the ADE, informed by the TEAC, to propose the use of the distribution of median teacher baseline SGP values (represented by the acronym SOAR2) at each grade level and subject to identify "expected", "low" and "high" growth of teachers, rather than a single threshold value. These designations may serve as the threshold for future rating determination. Figures 19 - 22 below illustrate the differences in the distributions given different grades and subjects.

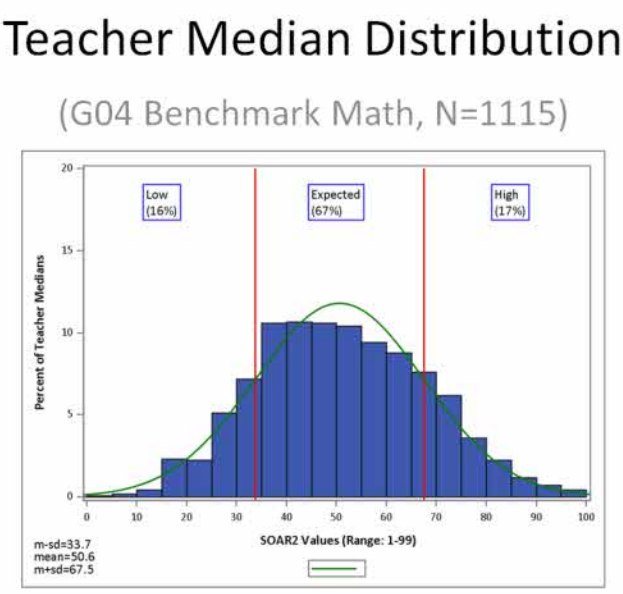


Figure 19. Distribution of teacher median growth values for Grade 4 math.

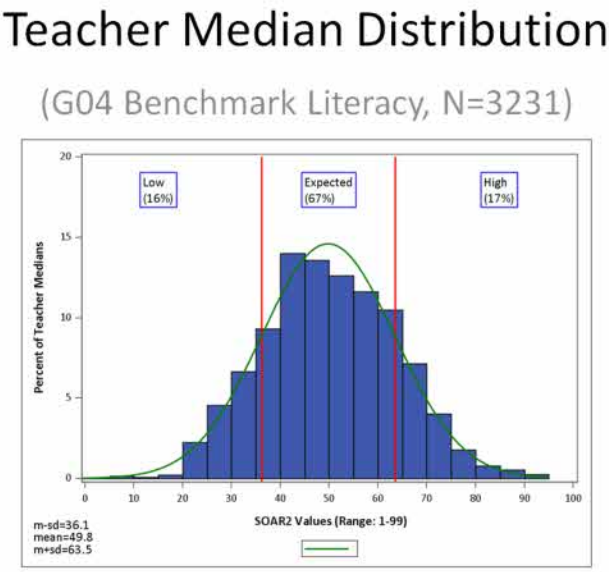


Figure 20. Distribution of teacher median growth values for Grade 4 literacy.

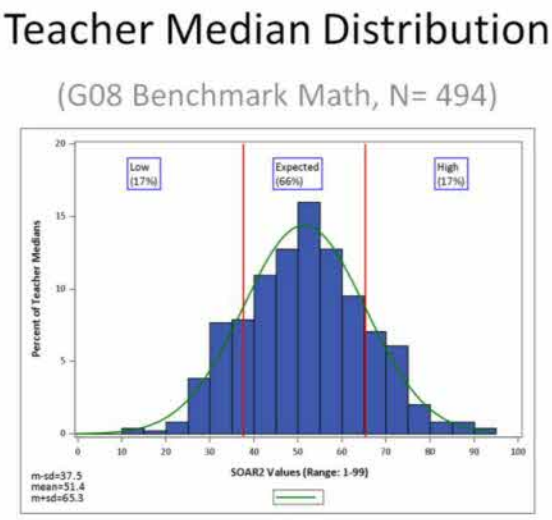


Figure 21. Distribution of teacher median growth values for Grade 8 math.

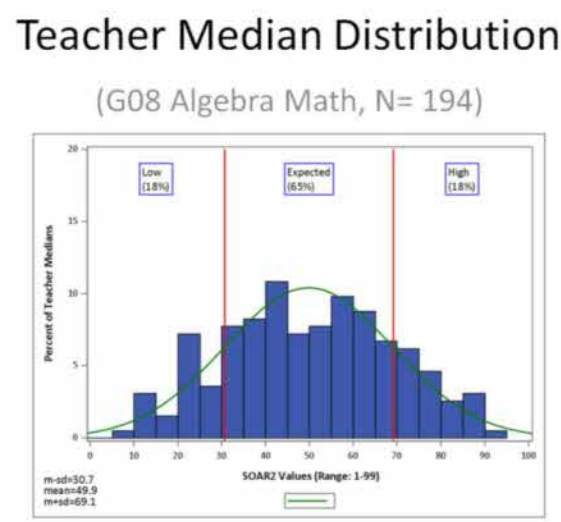


Figure 22. Distribution of teacher median growth values for Grade 8 literacy.

Note the differences in the median teacher values at plus and minus one standard deviation. These teacher median values at the cut point for low growth range from 28.2 to 36.1 in math and 30.7 to 37.5 in literacy. The teacher median values at the cut point for high growth range from 65.3 to 69.1 in math and 61.2 to 65.2 in literacy. Rather than receiving a median SOAR2 value that may represent different interpretations of growth from one year to the next, one grade to the next, or one subject to the next, the ADE proposes to determine whether teacher median SOAR2 values represent either low growth (less than the value at one standard deviation below the mean of the median teacher SOAR2 value), expected growth(within one standard deviation of the mean of the median teacher SOAR2 value), or high growth (exceeding one standard deviation above the mean of the median teacher SOAR2 value).

All decisions concerning student growth have been made based on data modeled from the current state assessments. There are a significant group of teachers that are not included in this data due to the grades

in which current state assessments are administered. The state will have to model data when PARCC assessments are administered and set new thresholds, accordingly (Table 9).

Table 9. Percent and Number of Teachers with Fewer Than 10 Students Assigned

Test & Grade	Number of Math Teachers Student N < 10	Number of Literacy Teachers Student N < 10	Other Teachers Student N < 10
ITBS			
Grade 2	16% (308)	11% (214)	40% (1172)
Benchmark			
Grade 3	12% (196)	15% (259)	15% (325)
Grade 4	17% (229)	19% (281)	16% (395)
Grade 5	21% (227)	21% (259)	13% (337)
Grade 6	29%(247)	28% (270)	14%(421)
Grade 7	34% (272)	33% (283)	19% (835)
Grade 8	41% (338)	35% (292)	21% (1027)
Algebra			
Grade 8	18% (44)		
Grade 9	23% (133)		
Geometry			
Grade 9	45% (142)		
Grade 10	47% (387)		
All Test Groups	13% (1099)	10% (772)	16% (1949)

Act 1074 of the 90th General Assembly requires the State Board of Education to not renew its role as a governing state or its participation with the Partnership for Assessment of Readiness for College and Careers or enter into any contract or agreement in excess of one year related to statewide assessment for public school students after the 2015-2016 school year or any year thereafter. This same Act required the State Board of Education to take into consideration assessment recommendations made by the Governor's Council on Common Core Review.

On June 8, 2015 Governor Hutchinson accepted the Council's early recommendation to enter into negotiations with ACT/ ACT Aspire for the 2015-2016 school year. On June 11th the State Board of Education did not approve a motion to enter into negotiations with ACT/ACT Aspire. The State Board of Education approved a motion to enter into a one year contract to administer the PARCC for the 2015-2016 school year.

At this time, the ADE has not entered into an assessment contract for the 2015-2016 school year. The timeline for the resolution of this matter is still unclear. The ADE will work with the State Board of Education and the Governor to resolve this matter. Arkansas will administer either the PARCC or another compliant assessment in 2015-2016. Should another assessment be selected, the ADE will work with the State Board of Education and the Governor's office to ensure the assessment meets the requirements set forth by the United States Department of Education (USDE) and supply the appropriate documentation to the USDE. At that time, the ADE will submit an amendment to its ESEA Flexibility renewal accompanied by the required documentation.

The documentation will include the following: (1) The process and timeline for development of test blueprints and item specifications; (2) the review and selection of items for inclusion in the assessments; (3) scaling and scoring procedures to be used; (4) test administration procedures, including selection and use of appropriate accommodations; (5) data analyses proposed to document validity and reliability of the assessments; (6) an independent evaluation of alignment of the assessments with the State's college- and career-ready standards; (7) the process and timeline for setting college- and career-ready achievement standards and the method and timeline to validate those achievement standards; and (8) meaningful report formats to communicate results to students, parents, and educators.

The future of the standards and assessment is uncertain. It is difficult for Arkansas to make decisions regarding the future of growth data based on state assessments for high stakes use until the standards and assessment questions have been resolved. The Governor's Council for Common Core Review is expected to announce recommendations for the standards in July 2015. One advantage of the proposed use of a SOAR2 median teacher value to inform teachers and leaders about student growth is that it can be applied to the PARCC assessment or other future assessments as it isn't a scale-based growth metric.

In the event that a teacher receives strong professional practice ratings and demonstrates a low impact on student learning, it is expected that the teacher's PGP will address this discrepancy and its root causes. Persistently low student growth will result in a lower teacher effectiveness rating. For example, teachers rated as Proficient, rather than Distinguished, due to low growth of his/her students will be rated as Basic if the low growth of his/her students persists over multiple years as indicated in the Rules for TESS. Likewise, teachers rated as Proficient or Basic may have their rating reduced to a lower level of teacher effectiveness in the event their students demonstrate persistent low growth (a level below the threshold for multiple years).

Performance ratings are the catalyst to engage educators in the process of continuous professional improvement as formalized in the educators' PGP. The *Framework for Teaching's* detailed performance descriptors provide guidance to the educator and evaluator for formulating goals within the PGP, enhancing the understanding of evaluators and educators in the evidence required to demonstrate proficient and distinguished practice. Differentiated PGPs will reflect the differentiated professional growth needs of educators and allow districts and schools to provide resources and supports based on the differentiated PGPs. For example, educators receiving a rating of Basic for a category will be required to address the professional learning needs identified within the category. Each educator must dedicate one-half of the professional development hours required by law or rule to professional learning in the educator's content area, instructional strategies applicable to the educator's content area or the educator's identified needs from summative evaluation and interim appraisals. Teachers in Intensive Support Status must use all professional development hours required by rule or law to address their identified needs. Evaluators will also use the performance ratings that are not Proficient or Distinguished as areas for growth when performing formative observations as part of the interim appraisal process. Formative observations are critical in the evaluator's role of monitoring the teacher's professional growth and helping guide professional development decisions.

The interim appraisal process will provide teachers with meaningful feedback, targeted professional development activities and multiple opportunities for self-reflection of practice. The interim appraisal will allow teachers to focus on areas of weakness identified in previous summative evaluations. The interim appraisal will also focus on student learning results and growth every year. During this process, principals will continue to observe all teachers, but with a more targeted focus. Each year, principals facilitate conversations with teachers based on their individualized professional growth plans. Teachers will have input in their growth plans; however, the principal will have final approval on the content, based on

identified areas. During the interim process, teachers will also receive feedback and coaching from peer teachers and instructional facilitators.

In cases where educators require intensive support to improve their practice TESS provides a timeline for intervention of no more than two semesters unless the educator has demonstrated significant progress within that time period. Evaluators shall notify the superintendent of an educator in Intensive Support Status who does not accomplish the goals and complete the tasks established for the Intensive Support Status during the given period. Upon review and approval of the documentation, the superintendent shall recommend termination or non-renewal of the teacher's contract.

MULTIPLE MEASURES

Multiple measures for supporting convergent validity of teacher effectiveness and producing reliable ratings are required in TESS. The post-observation conference includes presentation of artifacts and external assessment measures that provide evidence of student growth (Ark. Ann. Code § 6-17-2804 (7). In the 2013 legislative session, the ½ of the artifacts from external assessment measures such as Arkansas's CRTs. The educator and evaluator may determine the additional artifacts for evidence within the guidelines provided by language was removed to help clarify the operationalization of the final rules for TESS system. Since Arkansas is using a trigger method for growth, that language was very confusing and made it difficult to integrate with the trigger system. Artifacts that provide clear, concise, evidentiary data to improve student achievement and demonstrate high levels of performance in professional practice may include one or more of the following:

Lesson plans or pacing guides aligned with the standards;
Self-directed or collaborative research approved by the evaluator;
Participation in professional development;
Contributions to parent, community or professional meetings;
Classroom assessments including samples of student work, portfolios, writing, projects, unit tests, pre/post assessments and classroom-based formative assessments;
District-level assessments including formative assessments, grade or subject level assessments, department level assessments and common assessments; and

- National assessments including AP assessments, NRTs and career and technical assessments.

During the 2015 legislative session, the language of the statute was changed to read that "Annually, a public school shall assign each teacher employed by the school an annual overall rating that is based on:

(3)(A) The teacher's professional practice, as evidenced by the performance rating for a summative evaluation or for an interim appraisal; and
(3)(B) Student growth, as determined by rules promulgated by the State Board of Education.

(4)(A) A teacher shall submit artifacts agreed upon by the teacher and evaluator or by the evaluator if the teacher and evaluator cannot agree, as evidence of professional practice in determining the performance rating for a summative evaluation for or for an interim appraisal.
(4)(B) External assessment measures may be among the artifacts submitted."

This change ensures that student growth is considered each year in an educator's overall rating but allows flexibility for the State Board of Education to approve rules regarding student growth measures for more flexibility. Other growth measures may be approved after a one year study by a select group of districts who

will be trained on development and use of Student Learning Objectives (SLOs), Student Growth Goals (SGGs), and other methods that other states have been using that may be of interest to Arkansas's district leaders.

ADE is collaborating with researchers at the Office of Innovation for Education to submit a proposal for an Education Research grant (84.305A) under the Topic *Effective Teachers and Effective Teaching* with a proposed start date of July 1, 2016. The purpose of this proposal is to expand upon the selected pilots in the 2015-16 school year and to invite interested districts to participate in a randomized-cluster trial of the use of these other growth measures to more formally study the impact on teacher effectiveness and student learning.

Other Specialty Area Teachers

TESS states that the following specialty area educators are considered teachers for the purpose of evaluation if they are required to hold a valid teaching license from the State Board of Education as a condition of employment, and are employed as a classroom teacher, guidance counselor, library media specialist; or teacher in another position (such as EL teacher) as identified by the State Board. TESS requires an appropriate evaluation framework, evaluation rubric and external assessment measures (such as student growth and achievement) are incorporated in the determination of the performance ratings for specialty teachers.

Managing Multiple Measures

Arkansas has recently contracted with BloomBoard (an online platform for educator development) to work with schools and districts across the state to help implement a sustainable system for teacher and administrator evaluation and growth. The new Arkansas Educator Evaluation Observation and Data System will compile essential learning elements into a systematic educator effectiveness framework that encompasses every facet of the teacher and principal evaluation process. The online evaluation data management system will transform the evaluation process, including the rubrics, evaluation forms, professional growth plans, and other supporting documents, into a digital format that can be accessed online and on multiple mobile devices.

This spring each district will designate a primary contact person who will work with an assigned BloomBoard Account Manager. The account manager will serve as a guide through the onboarding process, training, and offer ongoing differentiated support.

Administrators were trained during the summer of 2014 on how to use the system to conduct observations, to create professional goals, and to monitor progress on Professional Growth Plans. These trainings were held at each of the co-ops and in central Arkansas. Co-ops have been given a calendar of training dates and the calendar will be posted on the ADE website within the next week. Representatives from Bloomboard will train with ADE trainers to demonstrate step-by-step the use of the technology platform's ability to streamline TESS and LEADS evaluation processes including both professional practice and student growth data.

The system will be provided free of charge to all districts in the state. Due to the requirement for reporting teacher evaluation ratings on school performance reports, all districts will be required to utilize the system

The statewide system is the standard evaluation process. However, school districts have the option to develop a system of evaluation as long as it meets the state's expectations for validity and reliability as specified in the rules. Arkansas's teacher evaluation system (based on Danielson's model) was carefully designed to balance the need for statewide consistency with local district autonomy. Districts have the flexibility to adopt the state's system, adapt the state's system to meet local needs, or modify their own systems consistent with the principles of Arkansas's model.

Districts wishing to utilize an evaluation model other than the state's system were required to have their system in place during the 2012-2013 school year.

It is expected that implementation consistency will vary initially due to the extent of the change in evaluation policy from total district autonomy to alignment with or use of the statewide model. Several safeguards for developing consistency in applying TESS and in educator evaluation ratings are planned initially, with additional safeguards developed iteratively as the ADE continues its continuous improvement. Safeguards include but are not limited to the following.

- Training provided to evaluators to familiarize themselves with the Danielson framework and the rubrics for rating educators during summative, interim and formative evaluations.
- The TeachScape tool itself and *BloomBoard* account management system which provide standard structure for recording observations within the Danielson framework and rubric descriptions.
- Role-play and think-aloud modeling strategies employed during the evaluator trainings provide evaluators with learning and calibrating opportunities as they discuss interpretation and scoring/rating within specific examples that may impact consistency.
  - Use of current growth model data reveal a consistent pattern of less than 40% of a teacher's students meeting their annual growth increment in mathematics for three consecutive years in a Grade 5 assignment.
  - In the Danielson framework, Setting Instructional Outcomes (value, sequence, and alignment) and Designing Student Assessments (congruence with instructional outcomes) are two areas of the rubric that are used to address concerns about teachers use of growth results to adjust learning expectations for students and subsequently, adjust instruction and assessment practices. The persistent lack of growth can be inferred by the evaluator and teacher to reflect a lack of alignment between instruction and assessment outcomes in the classroom to higher expectations in state standards or CCSS. Using the rubric, a teacher may receive a rating of Unsatisfactory in these areas. Under TESS rules, the teacher and evaluator would develop professional learning outcomes to address these incongruences coupled with professional development support linked to these concerns.

As indicated in Principle 2, the ADE engages in research and review on a continuous basis for improving statewide systems of support and informing policy revisions and development. Research and review on the implementation of TESS is no different. As a result of ESEA Flexibility data use for informed decision-making has increased and collaboration among divisions to support a coherent system has increased. The ADE will analyze relevant evaluation data collected from districts to ensure the evaluation rule is being implemented effectively and with consistency statewide. A culture of continuous improvement analyses allows ADE to make mid-course corrections and revision of guidance to ensure rapid movement toward statewide consistency. Analyses are conducted on an annual basis to ensure continued high consistency in implementation. Additionally, summary findings based on annual analyses may be publicly reported to provide transparency of this effort.

PRINCIPAL EVALUATION

TESS provides direction for evaluation at all levels of instructional leadership. As per law, ADE will provide technical assistance to school districts for developing and implementing evaluation frameworks for administrators. Administrator evaluation will parallel teacher evaluation in regards to ensuring valid and reliable measures for performance ratings and the weight of student performance and growth in these determinations.

Work on administrator evaluation began in 2009 when legislation was passed to create a system of leadership development. Act 222 of the 2009 Regular Session created the School Leadership Coordinating Council. The purpose of the Council is to serve as a central body to coordinate the leadership development system efforts across the state. Representatives from the ADE, Department of Higher Education, Arkansas Leadership Academy, Arkansas Center for Executive Leadership, Career and Technical Education, Arkansas Association of Educational Administrators, Arkansas School

Boards Association, Arkansas Education Association, and Arkansas Rural Education Association comprise the Council.

One task of the Council was to recommend an evaluation system for principals. During the 2010- 2011 school year, the Council worked with Dr. Connie Kamm, senior consultant with Dr. Doug Reeves' Leadership and Learning Center. Based on the ISLLC standards, and other leadership systems, the group created a framework for a principal evaluation system. The framework included a 4–tier performance rating, rubrics and descriptors for each of the six standards. Professional growth plans and other resources were also created for the system. (Attachment 20) It should be noted that as with the teacher evaluation system, persistently low student growth will result in a lower principal effectiveness rating.

The ADE sponsored a pilot for the principal evaluation system with ten school districts during the 2011-2012 school year. Dr. Kamm conducted the training for the principals and superintendents of the pilot districts. Personnel from pilot districts participated in an additional three-day follow-up training in November. Feedback on implementation was obtained from the administrators in the pilot districts to inform revisions and improvements to the system. A three-day follow-up training was held in March 2012 to obtain final recommendations from the pilot districts. By May 2013, all revisions were made to the framework, rubrics and forms for a statewide system of principal evaluation.

After final revisions were complete, ADE supported legislation in the 2013 legislative session to implement the principal evaluation system. ADE promulgated rules with the same process as followed in the teacher evaluation rules. The rules are posted at (http://www.arkansased.gov/public/userfiles/rules/Current/LEADS_Final_Rule_eff_07012014.pdf . All districts piloted the principal evaluation system in the 2013-2014 school year. Training was provided on the new principal evaluation system to all administrators in the summer of 2013. Districts must implement the new system in the 2014-2015 school year. School level median values of student growth were provided through Arkansas's SOAR Portal to inform leaders of the student level growth associated with their school.

Data from this pilot was used to improve the system, to inform future training plans, and to update policymakers. The principal evaluation system will be improved through a similar iterative, continuous process as that described for teacher evaluation.

The LEAD system has been designed to inform leader development as well as leader personnel decisions through a process that is clearly delineated. The process, rubric, and associated forms are available at http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/leader-excellence-and-development-system-leads/leads-evaluation-forms

The superintendent/designee completes a LEADS Summative Evaluation at the end of each year for leaders who are in the Novice/Probationary or Intensive Categories and minimally once every three years for leaders in the Inquiry Category. The Summative Evaluation results in a performance rating for the administrator in each required function and standard on the appropriate LEADS Rubric. An overall rating is also given during the Interim Appraisal years. The ratings for these leaders are based on the functions, which are the focus of the leader's Professional Growth Plan (Form B). Based on the performance levels of the rubric, the evidence of student growth, and progression on the LEADS Professional Growth Plan (Form B or Form C for Intensive), the superintendent/designee makes a recommendation concerning the leader's commendations, areas for improvement, and the annual overall rating decisions. The

performance rating will be combined with student growth measures for the final rating once student growth data are available.

ADE staff convened a LEADS (Leader Excellence and Development System) committee comprised of various administrators to identify an appropriate growth measure for administrators. The state is piloted the LEADS rubric in 2013-2014 and implemented the rubric in the 2014- 2015 school year. The LEADS committee has determined to use a school-wide median SOAR value for principals. The threshold was initially set at 30, same as for teachers. However, this threshold will be reviewed through a similar analytic process as the teacher threshold value to determine whether this continues to be an appropriate and stable manner in which to inform leader effectiveness.

The LEADS committee completed a rubric for specialty administrators, such as curriculum program administrators, gifted/talented administrators, and special education administrators. Arkansas began a pilot of a superintendent evaluation system with 13 districts in January 2015. The superintendent evaluation system is aligned with the intent of the teacher and principal evaluation systems: to promote conversation, collaboration, and growth of the professional.

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

IMPLEMENTATION

Although most of the components of the evaluation are set in statute, there were some decisions made in promulgating rules. The State Board of Education approved the rules for TESS. The teacher evaluation systems is in full implementation in the 2014-2015 school year. The principal evaluation system is in implementation as well. Beginning with the 2017-2018 school year, the percent of teachers that are distinguished and proficient will be published on each school's annual performance report that is provided to all parents.

A key factor in the successful implementation of the evaluation system is inter-rater reliability among evaluators. Providing rigorous, meaningful professional development to all evaluators is crucial to maintaining the fidelity and integrity of the system. Data gathered from pilot years will be used to assess classification accuracy and reliability in the use of observation rubrics. Extensive training and preparation in each evaluation system continues to address evaluator consistency (reliability) as well as the accuracy of the observation rubrics and evaluation protocols based on lessons learned from data during the pilot years. A certification process has been developed for all evaluators to help ensure consistency and fairness in the application of the system.

The district is the entry point for ADE technical support and the primary provider of school support. The ADE provides resources and training to districts for implementation of the evaluation systems

and to ensure district ACSIP includes appropriate resources and support for school level implementation. The ADE provides guidance iteratively as ADE from implementation of professional development for evaluators and teachers, receives feedback from stakeholders and pilot districts and reviews district evaluation plans for alignment with TESS. Local districts are key in facilitating the change process and developing local capacity to ensure effective instruction and instructional leadership for all students. To provide additional resources to new administrators, the ADE restructured the mentoring process for new teachers, principals and superintendents to align with the new evaluation systems.

The ADE continues to review the fidelity of implementation and outcome measures throughout the implementation of TESS. Arkansas's longitudinal data systems ~~will~~ support a culture of effective data use across multiple agencies vested in the outcomes of the P-20 system. Continuous feedback within DARTSS provides the ADE and supporting agencies such as teacher and leader preparation programs in higher education institutions with information to guide decisions for resource and personnel development. As mentioned in the Overview for this ESEA Flexibility Proposal, Arkansas has achieved significant advances in its longitudinal data systems' capabilities including the enhancement of the Teacher Student DATA Link as part of the Expand Enterprise Data Warehouse with Local Assessment Data and Teacher Student Link to Feed Data.

Visualization project. The data visualizations have been available to educators throughout the 2010-2011 and current school years. Educators have created and used data visualizations of student achievement and growth at the classroom level. Through this and other previously mentioned technology projects Arkansas adopted an official definition of teacher of record and developed a roster verification system that allows the teacher of record to be validated at the local school level. These efforts have positioned the ADE and Arkansas educators to implement more robust models for measuring student growth and assessing teacher impact on student growth and achievement. The student data link has not been in place for teachers of non-tested areas. It is important for ADE to provide the student growth reports by teacher to schools for the 2014- 2015 year to test the validity of the roster verification system. The information from the 2014- 2015 school year is providing ADE with data to determine any issues with the roster verification system and provided the data to determine how many teachers were not attributed a SOAR score due to a "N" of less than 10.

ADE developed a Roster Correction System for schools and districts to utilize in the review of teacher, school and district median SOAR values. The Roster Correction System is a new tool that allows schools and districts to make corrections that may impact a teacher, school or district median SOAR value.

The state's Roster Verification and Correction System was modified to provide individual educators access to student rosters as a means to ensure that each teacher was assigned and held accountable for the students that they teach. In monitoring the use of the Roster Verification System, feedback from schools and districts has identified areas for improvement. One major concern is the ability for a district to identify co-teachers in order to tie co-teachers to classrooms where they assist the teacher of record and to the students for whom they should be held accountable. The ADE's Division of Research and Technology is working to correct this issue and provide a way for both teachers of record and co-teachers to be identified and tied to students.

The cross-agency agreements for data sharing provide another avenue to synthesize data gathered on fidelity of implementation and outcome measures of TESS to inform the teacher and leader development pipelines to enhance teacher and leader quality throughout the system. The longitudinal

data system supports local decision-making regarding teacher and leader effectiveness by providing appropriate reports linking student and adult performance.

TESS is becoming a vehicle to drive self-reflection, self-assessment, and more objective measures to guide professional growth for educators. Performance ratings encourage educators to engage in the process of continuous improvement. In cases where educators require intensive support to improve their practice TESS provides a timeline for intervention. A teacher shall be placed in an intensive support status if the teacher has a rating of "unsatisfactory" in any one of the four categories of the evaluation of the framework (Ark. Code Ann. § 6-17-2807). If the teacher does not accomplish the goals and complete the tasks established for the intensive support status during the given period, the evaluator shall notify the superintendent of the district.

Upon review and approval of the documentation, the superintendent shall recommend termination or non-renewal of the teacher's contract.

The interim appraisal process provides teachers with meaningful feedback, targeted professional development activities, and multiple opportunities for self-reflection of practice. The interim appraisal allows teachers to focus on areas of weakness identified in previous summative evaluations. The interim appraisal will also focus on student learning results and growth every year. During this process, principals continue to observe all teachers, but with a more targeted focus. Each year, principals continue to facilitate conversations with teachers based on their individualized professional growth plans. Teachers have input in their growth plans; however, the principal has final approval on the content, based on identified areas.
During the interim process, teachers receive feedback and coaching from peer teachers and instructional facilitators.

ADE continues to gather data to evaluate the system. TESS implementation is informed by student growth reports for educators. ADE proposes to include a teacher value for student growth in the summative rating of a teacher beginning in 2018-2019 after multiple years of new state assessment and growth data can be analyzed.

Arkansas law states that one-half of the artifacts submitted by a teacher for the summative evaluation must relate to student growth. This language was a compromise negotiated by the Arkansas Education Association (state professional teacher association); teachers were not comfortable including a percentage. TESS is designed to promote professional learning and professional growth. The Danielson framework, coupled with reported teacher median growth values, are the impetus for professional conversations and self-reflection not provided for in the current system.

LEADS IMPLEMENTATION

Department of Education (ADE) will provide technical assistance to school districts for implementing evaluation frameworks for administrators. Administrator evaluation parallels teacher evaluation in regards to ensuring valid and reliable measures for performance ratings and the weight of student performance and growth in these determinations.

Work on administrator evaluation began in 2009 when legislation was passed to create a system of leadership development. Act 222 of 2009 Regular Session created the School Leadership Coordinating

Council. The purpose of the Council is to serve as a central body to coordinate the leadership development system efforts across the state

One task of the Council was to recommend an evaluation system for principals. During the 2010-2011 school year, the Council worked with Dr. Connie Kamm, senior consultant with The Leadership and Learning Center. Based on the ISLLC standards, and other leadership systems, the group created a framework for a principal evaluation system. The framework included a 4-tier performance rating, rubrics and descriptors for each of the six standards. Professional growth plans and other resources were also created for the system.

The ADE sponsored a two-year pilot for the principal evaluation system with ten school districts during the 2011-2012 and 2012-2013 school years. Dr. Kamm conducted the training for the principals and superintendents of the pilot districts. At the conclusion of the two-year pilot, the principal evaluation system was named, The **Leader Excellence and Development System** (LEADS). ADE supported legislation in the 2013 legislative session to implement the principal evaluation system.

In the 2013-2014 school year, all districts were required to pilot LEADS with principals and assistant principals. All superintendents, assistant superintendents, and principals participated in a two-day training for the principal evaluation system during the summer of 2013. Assistant principals received training during the fall of 2013.

Additional work by administrators in other school and district positions served to create an evaluation system appropriate for positions other than principal and assistant principal. In addition to the LEADS principal rubric (Form A) and the assistant principal rubric (Form A1) a LEADS rubric for building/district leaders (Form A2) outlines the leadership expectations for administrators serving a school or district in additional leadership capacities. The State Board of Education approved Rules and Regulations for LEADS that expanded the work of LEADS to evaluate Building-level and District-level leaders. Administrators in specialty areas, as well as, positions of Assistant, Deputy, or Associate Superintendents may be evaluated using the school/district leader evaluation rubric. The LEADS rubric for building/district leaders is also based on the ISLLC standards and functions.

During the 2013-2014 school year, the LEADS advisory committee met throughout the year to examine appropriate growth measures for the LEADS evaluation system. The advisory committee recommended growth measures for building-level administrators that align with the requirements for teachers. Growth for administrators will be applied to overall yearly ratings according to the same timeline as growth is applied to teacher ratings. Additional research will be done to determine appropriate growth for district administrators.

Districts were required to implement the new system in the 2014-2015 school year without including measures of student growth, basing ratings only on the performance evaluation component of the system. School level student growth medians were provided through ADE's SOAR Portal to provide leaders with access to student growth measures through 2015.

CLARIFICATION OF FULL IMPLEMENTATION TIMELINE OF STUDENT GROWTH FOR ALL TESTED AND NON-TESTED AREAS

The shift to next generation assessments will delay the availability of valid and reliable student growth scores for use in leader evaluation. The state is requesting to wait until after the 2017-18 school year to include student growth data in an educator's annual overall rating and a leader's overall rating.

The state has convened a committee of 10 superintendents from districts across the state to form a sub-committee of the TEAC and LEADS advisory groups and to partner with the ADE to study student growth. This group will receive technical assistance on statistical models for growth and also technical assistance for the development of SLOs or SGGs. The group will be charged to take their work back to their districts during the 2015-16 SY and to model different options for student growth inclusion. The superintendents will then make a recommendation to the State Board in March of 2016 on the statistical model and the Student Growth model for non-tested teachers, including a recommendation for the threshold application.

Growth will be applied to an educator's rating after the 2017-18 assessment data is received. Educators whose rating is lowered a level will be based on ratings at the time the assessment data is received. Educators whose rating is based on an SGG will be under the same timeline, as the SGG data will be provided at the end of the school year. Educators will only be placed in intensive support for their domain ratings. Student growth alone will not place a teacher in ISS. Student growth will be a factor in lowering an educator's rating only.

The same rationale will be provided for principals; it is expected that the principal meet or exceed the established threshold using a school-level SOAR rating based on state assessments. Other growth measures will be researched for possible inclusion.

TIMELINE OF IMPLEMENTATION

Activity	Timeline	Responsible Party	Resources	Documentation	Consideration
Rules and Regs written for TESS and passed by SBE	Summer 2012	Rule and Reg Committee and SBE	Constituent Groups, Regional Meetings, surveys, and ADE personnel	Teacher Excellence Support System Law (Attachment 5)	Significant decisions regarding the student achievement measures and student growth measures
Complete principal evaluation pilot and make revisions as needed and seek additional legislation for approval of Principal Evaluation system	May 2013	ADE	Outside consultants, constituent groups, legislators, and ADE personnel	Current Principal Evaluation Documents (Attachment 15)	Need to pass legislations to make sure the principal evaluation system is aligned with the teacher evaluation system
Provide professional development to all teachers and administrators on TESS	September 1, 2012-Aug.31, 2013	ADE	Outside consultants, Personnel from regional cooperatives, ADE personnel	Partial documentation is Danielson's Framework for Teaching which will be the framework used in Arkansas (Attachment 17)	Many people in a short time period, cost factor, and delivery of training; certification test for evaluators; time spent away from districts by school
Provide training for principal evaluation training	2013-2014 School Year	ADE	Outside consultants, Personnel from regional cooperatives, ADE personnel	Current Principal Evaluation Documents (Attachment 15)	This will be the pilot year for the teacher evaluation system and the pilot year for the New PARCC assessments

Activity	Timeline	Responsible Party	Resources	Documentation	Consideration
Implement Pilot Statewide for TESS	2013-2014 School Year	ADE; School Districts	ADE personnel, personnel from regional cooperatives		Districts will be piloting this and also training for the principal evaluation system in the same year This is also the pilot year for
Obtain feedback and suggestions from administrators and teachers from pilot to revise as needed	Summer 2014	ADE; Administrators, teachers from school districts	Personnel from regional cooperatives, constituent groups, and regional meetings		Revisions were completed in a very short turnaround before the start of the 2014-15 year.
Implementation of TESS ratings with student growth values available for informational purposes.	2014-2015 School Year	ADE, School, Districts	ADE personnel, Personnel from regional cooperatives		Again, districts will be involved in two new evaluation systems, as well as, new next generation assessments. Growth reported for teachers once available from new assessment. Growth used in summary rating starting in 2017-18.

Activity	Timeline	Responsible Party	Resources	Documentation	Consideration
Implementation of Principal Evaluation rating system with growth available for informational purposes.	2014-2015 School Year	ADE; School Districts	ADE personnel, Personnel from regional cooperatives		Districts will be involved in two new evaluation systems, as well as, new assessments. Growth reported for principals once available from new assessment. Growth used in summary rating starting in 2017-18.
Administer PARCC or new next generation assessment (Act 1074), to be determined by State Board of Education. Set baseline data; Determine number of teachers with and without a SOAR value based on assessments	2015-2016				
Activity	Timeline	Responsible Party	Resources	Documentation	Consideration

Form a committee of selected districts to participate in a project to redefine "student growth" and set criteria for student growth measures;	Summer 2015	ADE Office of Educator Effectiveness (OEE)	Various experts on growth models and on student growth goals and student learning objectives.	Meeting minutes, feedback surveys from the field, reports from OEE	
Committee will make recommendations to the State Board of Education for the student growth measures;	March 2016				
Provide districts with the data from new assessments and make determination on statistical model to measure growth;	Summer 2016				

Activity	Timeline	Responsible Party	Resources	Documentation	Consideration
Begin training on student growth goals.	Summer 2016				
Train and Pilot student growth goals;	2016-2017				
Train educators on statistical model used with state assessment;	2017-2018				
Decide on how growth will be applied to rating in relationship to the trigger model; Provide growth data at the end of year.	2017-2018				
Fully implement -Implement Student Growth Goals and decide how SGG measures will be applied to educator ratings; Provide 2nd year of assessment growth data and apply to educator ratings.	2017-2018				
Personnel decisions will be based on ratings from 2017-2018 assessments incorporating student growth for tested and not tested areas.	2018-2019				

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Regional Meetings - Teacher Evaluation System and ESEA Flexibility
Memo Number	LIC-12-020
Memo Date	11/1/2011
Attention	Co-op Directors; Elementary Principals; High School Principals; Middle School Principals; Secondary Principals; Superintendents; Curriculum Coordinators; Teachers
Memo Type	Informational
Response Required	No
Section	Human Resources
Regulatory Authority	na
Contact Person	Dr. Karen Cushman
Phone Number	501.683.4863
E-Mail	karen.cushman@arkansas.gov
Memo Text	The Arkansas Department of Education (ADE) will host five regional meetings in late November and early December, 2011, to receive input and feedback from participants concerning the Teacher Evaluation System and ESEA Flexibility Requests. There will be **two sessions each day**. The first session will be from **1:30-3:30 pm**, and the second session will be from **5:00-7:00 pm**. **Content will be the same for each session.** The evening session is being offered to accommodate those unable to attend the day session. Attached are copies of Act 1209 (Teacher Evaluation System) and ESEA Flexibility documents. The schedules for the meetings are as follows: Monday, November 21 Alma Middle School Cafeteria 706 Hwy. 64 East Alma, AR

Tuesday, November 29
Henderson State University
Lecture Hall – Garrison Activities Center
1100 Henderson Street
Arkadelphia, AR

Thursday, December 1
Southeast Arkansas Education Service Cooperative
1022 Scogin Drive
Monticello, AR

Monday, December 5
Arkansas State University
Student Union Auditorium
101 N. Caraway Rd.
Jonesboro, AR

Tuesday, December 6
Maumelle High School
Lecture Hall
100 Victory Lane
Maumelle, AR

ARKANSAS DEPARTMENT OF EDUCATION
Dr. Tom W. Kimbrell, Commissioner
Contact: Phyllis Stewart, Chief of Staff | 501-683-4788 | phyllis.stewart@arkansas.gov

News Advisory
Nov. 2, 2011

PUBLIC MEETINGS SET FOR INPUT
ON TEACHER EVALUATION LAW, NCLB WAIVERS

LITTLE ROCK — Arkansas Education Commissioner Dr. Tom Kimbrell encourages anyone interested in the state's new teacher evaluation law and the federal No Child Left Behind (NCLB) law to attend five public informational meetings throughout the state.

The locations in the state's five geographical regions and dates for each of these meetings are announced today.

The meetings will focus on:

— Act 1209 of 2011. This law creates a teacher evaluation system for Arkansas's public schools. The Arkansas Department of Education (ADE) is seeking input from administrators, teachers, and other stakeholders as the rules for implementing the law are crafted.

— The state's NCLB waiver. This is state's pending flexibility request regarding the federal Elementary and Secondary Education Act (ESEA), or what is commonly referred to as NCLB. The U.S. Department of Education has offered states the opportunity to apply for waivers from some of the act's requirements in exchange for innovative plans to raise achievement levels. ADE is seeking input from educators and the community about how to tailor this request.

ADE staff will be on hand at each meeting to provide information and to gather feedback.

The schedule for the meetings is as follows:

Northwest Arkansas
Monday, Nov. 21
Alma Middle School Cafeteria
706 Hwy. 64 East
Alma

Southwest Arkansas
Tuesday, Nov. 29
Henderson State University
Lecture Hall – Garrison Activities Center
1100 Henderson Street
Arkadelphia

Southeast Arkansas
Thursday, Dec. 1
Southeast Arkansas Education Service Cooperative
1022 Scogin Drive
Monticello

Northeast Arkansas
Monday, Dec. 5
Arkansas State University
Student Union Auditorium
101 N. Caraway Rd.
Jonesboro

Central Arkansas
Tuesday, Dec. 6
Maumelle High School
Lecture Hall
100 Victory Lane
Maumelle

There will be two sessions each day. The first session will be from 1:30 p.m. to 3:30 p.m. The second will be from 5 p.m. to 7 p.m. Content will be the same for each session. The evening session is being offered for those unable to attend the earlier session.

Regional meeting notes

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting - Alma Middle School
November 21, 2011

1:30-3:30

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A - 6; Option B - 0; Option C - 3. A representative from the group requested "something with growth involved." This was followed by applause in the room.

2:05 - Questions and Comments (Mr. Hoy's remarks in red)

- Is this flexibility only for Title I schools?
- How does it align with Act 35 and Omnibus?
- Is there no planned effort at this time to put a legislative packet together to address these Acts?
- How will the calculation come about for non-Title I schools?
- Has the Department discussed these things?
- What do you think about AMOs? Please use the ADE email dedicated to this process to let us know what you think? Should it be one for the state? Should they be different for every school? District?
- We need to look at a growth model of where each student is and measure it individually.
- Is there a particular model you have in mind?
- I think if we look at what is successful nationally ... why not kill two birds with one stone? Since we're looking at a model for measuring teacher and principal effectiveness, why not use the same for students?
- What we are using now is not fair.
- It should be broken down by student.
- What about the Colorado model that HIVE uses? It takes a child where he/she is and moves them from that point.
- What definition have you been given about "over a number of years?"
- What have you been thinking at the district level?
- Why not look at Gains?
- We should look at growth measures beyond the state of Arkansas. We do not want a model that only addresses 50% of the students.
- I'm curious if the state might be interested in how we look at SPED and ELL. I'm disappointed that we're not looking at that.
- We would like Smart Accountability to go away - all labels, all interventions.

- What about the other 75%? (B-11 in FAQ)
- Leave them alone.
- If differentiation is supposed to be the primary focus, why are all students tested the same way? Can there not be some flexibility in outcomes?
- 75% - given whatever accountability is out there - wouldn't it address those schools?
- Will Act 35 labels still be in place?
- We don't want to see the 20% (Choice and SES) re-incarnated.
- All Choice laws need to be reviewed - specifically the second one pertaining to Gains – it's supposed to be in effect and the Depattment hasn't said anything about it so I know no letters went out and schools and districts aren't implementing it.

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. **Option** A -9; **Option B - l; Option** C -3.

- If you're writing on something dealing with growth, is that not ambitious enough?
- On the first choice, is that the state's AMO or at the local district?
- SPED students made great gains but never make proficient. How will that be addressed?
- In 2011 you evaluate 10•h graders and you evaluate the 10n' graders the next year - they're not the same students – how is that fair? Is it fair to evaluate a school/district as a whole when you have no control over the level of students you get each year?
- ELL, speaking of fairness - they can't speak the language but have to be tested and if you get them as 11^{111} graders you only have two years. Can there not be a waiver year?
- Can you add things to the waiver that's not in the waiver list?
- Review whether another state has asked for additional waivers.
- I'm aware of Gains – has the Depattment looked at that for option 3 in terms of looking at ELL and other subgroups?
- Are there cettain models that the statisticians are leaning toward?
- In the first option you mentioned school by school, could you not go with the state's average and then go back to zero and set equal increments for six years to get up to 85%
- What do we do with the schools in the middle? Leave them alone (! vote); Put something else in place (7 votes). Do we take what we have regarding priority and reward schools or do something different?
- What are you refetTing to when you say put things in place?
- I think you're labeling the wrong things. I think you should be labeling the students.
- This is a request – I would ask the group working on this – if it's easy to asses, it's probably not impo1tant - keep in mind if it's really important, it's probably hard to assess.

ESEA Flexibility NCLB Waiver Discussion

Regional Meeting -Arkadelphia HS and Henderson State University
November 29, 2011

11:00 -12:00

Mr. Hoy met with high school students to discuss implications of ESEA Flexibility and its impact on student achievement.

Hoy – What do you plan to do after you receive your diploma?
Students - Go to college. All students raised their hands in agreement with this response.
Hoy - Are you putting yourself in position to go to college when you graduate?
Hoy – Studies show students are not quite ready for college when they get there. Arkansas has a high remediation rate. Jobs are being lost and it is attributed to the education system not educating students well. (NCLB was introduced into the conversation) Those test you've been taking since 3rd grade are a response to NCLB. How do you like those test?
Students - Hate them. Hoy
- Why?
Students - Too long.
Hoy – How do you know a school is a good school? What year of improvement, if any, is your school in?
Students - year 7.
Hoy – What does that mean?
Students – We're not getting the grades we should.
Hoy - Does that mean you're not in a good school?
Students - No.
Principal – I am a part of Arkadelphia High School's redesign.
Hoy – Some states implemented easier test and are not in the levels of improvement that Arkansas is in. Easier test may cause you not to be able to compete globally. (Introduction of Common Core and College and Career Ready)
Principal – How many of you are on an AP track? We are an AIM school; AP is our default curriculum.
Hoy - How do you tell if a school is a good school?
Students - By how many students graduate and how many go to college? Hoy
– What if...
Students - It won't make a good school if you're not being challenged.
Hoy - If you are smarter when you leave than you were when you started, is that a good school?
Students - Yes.
Hoy – That's called growth. Which is better? 1. Test scores are high or 2. Test scores are high and students show growth. All 22 students raised their hand in supp0lt of #2. If 100% is not achievable, what is?
Students - A "B". I'm a poor test taker.
Hoy – "Please note" – classroom grades (I don't remember what this response was in reference to). Which option do you think is best? A. Take the number not proficient and reduce it by half

in six years. B. Extend the time to reach 100% by six years (2020). C. Come up with something else that is ambitious and achievable. The majority of students chose option A.

Teacher – Sometimes what I'm hearing is what's being taught is not what's tested. Students say, we've never seen that. How are you going to align what's being tested to what's being taught?

Hoy – Statistical analysis...if a lot of people miss it, it is likely the concept was not taught or certainly not taught well.

Principal -What you're going to learn will be more rigorous.

Students – When Common Core comes, will we be learning what's assessed or will it be a lot of other stuff included?

Hoy - How do we determine whether a teacher is good? Student surveys?
Students – I think surveys would be good.

Teacher – I would survey students at the end of a course and I have used their comments to become the new and improved teacher I am today.

Hoy – Should middle school students get to do surveys on teacher also?
Students -No.

Hoy – How far down should surveys be allowed? Some said grade 6, 7 and 8; most said the lowest grade should be grade 9. Should we survey parents?

Students - Yes ...responses were mixed.

Principal - Tell Mr. Hoy what question you have to answer before you graduate.
Students – What do you want to do after you graduate.

Principal -What about jobs?

Students – We will be competing for jobs that never existed before.
Teacher – We work on a career plan with students and evaluate it annually.

1:30-3:30

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A – 8; Option B – O; Option C – 0.

2:09 - Questions and Comments (Mr. Hoy's remarks in red)

- Will the flexibility on 21st Century funds be for new grants or grants that were previously awarded? Will funds then be allowed to be spent on all students?
- (Harvey) It will be based upon what was approved in the grant.
- In terms of lowest 5% - should we stay with what we have or move to something else? The majority would like to see something with growth.
- How many think we should seek flexibility on 21st Century funds? More preferred we leave it after school.
- If we get the waiver, do we continue with the labels?
- Do we still want a label on the 75%?

- We need to allow for a growth model that provides ability to show growth (particularly in the case of SPED) so we get credit for it even if we didn't meet what was required for AYP.

- We look at growth every year and it's a different group of kids...we go crazy trying to figure it out.

Session ended at 2:23p

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview.

- Clarifying question – on the rating you talked about Title I – does this only apply to Title I or will all schools be impacted?
- With this waiver, will there be any measurable objectives or will they freeze the AMOs where they are?
- You may want to defer to Dr. Kimbrell ... If in the next election the Republicans take over again, will there be changes made to ESEA and any flexibility?
- Accountability will not go away, testing, targets, and ways of identifying schools not achieving will not go away, and college and career ready won't be going away.
- Are we going to continue to use the magic number of 40 for minimum N?
- We will need to have a good justification if we are going to lower the number.
- From a larger districts point of view, we have a greater number of sub-pops bouncing around the number of 40 but smaller districts may be under 50 and not targeted.
- Sub-pops less than 40 are required to use a 3 year average to prevent districts from not educating all students.
- You mentioned 21" Century earlier but didn't refer to pre-school programs ... Please submit this question via email so that we can get the correct response for it.
- What's going to happen with SPED?
- Clarify the way AYP goes...we will not be identified as year I, 2, 3, Targeted, etc...so we will be identified as Priority, Focus, Reward ...we won't have to set aside funds for SES, etc...Is there push back on this from vendors and legislators?
- I think most schools work pretty hard to achieve the goals that we've already set -aren't we looking at weakening our standards if we're talking about removing labels and sanctions?
- My question is regarding federal funds and whether they would no longer be withheld if the ACSIP has not been approved?
- Timely manner -what is that? How much time will be required for requesting the waiver and it getting approved? What's the turnaround on it?
- Are we looking at aligning with national efforts and focusing on high school more to ensure students are college and career ready? If so this will be different from where Title I efforts have been focused in the past.

Session ended at 6:06p

Regional Meeting -Southeast Arkansas ESC Monticello, AR
December 1, 2011

1:30 p – 3:30 p

Presenter: John Hoy
Mr. Hoy asked how many in the audience would prefer Option 1 – to reach 100% proficiency in 6 years overall and for each group, growth formatted in increments. Approximately 1/3 of those in attendance raised their hands.
Mr. Hoy asked about option two – 100% proficient by 2020. One person raised a hand.
Mr. Hoy asked about option three – something similar to the first two. No hands were raised

[redacted] [KP]: Will the Option A average be the previous year's average? Will it be the combined population or groups?
JH: On the averages of part A and B, we can do it however we like. We can state it as it is now or by subgroups. Then consider, if one group is 80%, and one it 40%, then how much bigger gains will be required of some students than others. Also, going a step further, these gains do not have to be a statewide average, it can be by school.
KP: As a follow-up, will 40 need to be the number for a subgroup, or is there a chance that number will change, or can we go to a percentage?
JH: It can be set to a different number, however we would like -higher or lower. What would you prefer?
KP: I would prefer a percentage.
JH: The question is, 'would that change positively impact student achievement?
KP: In the current system, a school may have 70% free and reduced. The combined is not in the AYP of others. The thought process would be to balance out so it is equitable for all kids.
JH: After Tuesday's meeting, this is on the table for discussion. Some have difficulty in sizes.
KP: Things are not received well in some places. If special needs students are a minority, and we need to address the achievement of African American and Hispanic students, and special needs are in groups, or one of the sub pops, what are we going to do?
JH: Nothing now about sub pops. They can morph into something, I suspect, but they are not going away because we know that their achievement has been looked at before in terms of aspects of who they were. We've been told that's off the table.

Question: Why consider going from 100% to another number? If you do, then you are not meeting the target of all groups. We need to be flexible from all areas. Why would we say that we will be successful by whatever number we set?
JH: If in the schools, you go away from 100 - it is disappointing, but if you say 100% and you are not, then this addresses tying up funds.
Question: Will we step out and not educate 100%? We are giving a label – not proficient.
JH: We will educate 100% to be college and career ready. We know now that when students go to college, many must be remediated.

About the assessments, will we set aside the exit exams and go to a total exam?
JH: The deal on that is we've signed off to go with PARCC. Those will be designed on the CCSS. This is states together, not just one. Eve ly decision on this costs money. If it is a literature or math test, it cost more money. If the teacher evaluation includes eve ly subject, it

costs money. How much do you want to mandate. We are mandating PARCC in term of others – the Algebra and Literacy will stay in place because the others cost money.

Comment: In conversation, some students count in more than one sub pop.
JH: We've thought of it. It would not change as it measures proficiency toward college and career – in terms of kids not AYP. Because we give a label -not a label of AYP. It will not go away -it won't be 'school improvement year 5', but we will continue to identify the poorest 15%

Comment: We need to reward the 75%.
JH: You mean with 'Bronze or Silver'? Should there be remedies associated with these?

Comment: We need to have something positive about our school.
JH: With labels to drive student achievement?

Question: In the 75% group, there should be some notation about growth. In our community, they look for our name – we are usually seen on a bad list, but not on a good list – it's a problem.
JH: Thinking about growth, without a doubt, something we did was so bad on growth – something we do to educate kids. We targeted 'bubble kids'; if you were below the bubble or above the bubble. The gains model says all students grow. Identification labels the school doing really well, but not getting the growth.

Comment: I'm not interested in any label. In the 75%, we progress one year in Math and one in literacy. We must compare different groups with each other. The ground shifts for us.
JH: We need to put something in the middle to drive schools. If we don't some become satisfied.
Comment: That's when school boards need to hold superintendents and principals accountable.
JH: There will be a reward of the top 10.
Dr. Kimbrell: Remind everyone rewards are not dollars, because we don't have any.
JH: What about Title Money? Will it increase? If we receive a yes, it will come from our set-asides. We have already set up 'priority schools'; we have no growth added in. We have to change. The Gains and Status model we must change how the ID focuses the school.
Comment: Does a minimum end apply?
JH: Yes, cmTently, it does.

Take a look at the top I0%. Some clientele are near the same clientele as oteri,teriUiries are not high. We need more on growth than just test scores.
JH: Absolutely.

Mr. Hoy asked how many thought growth should be included. Over half attendees raised their hands. Only a couple disagreed.

Presenter: Dr. Karen Cushman:
Question: Will we have an electronic copy of this rubric? All I have is a rustic hand copy – I have to write it by hand?
KC: We will look at getting that form on line.
Question: Will just Principals evaluate teachers?

KC: It may be principals, assistant principals or curriculum personnel. It must be an administrator.
Question: Who will evaluate principals?
KC: The superintendent.
Question: Who will evaluate superintendents?
KC: That is the school board.

[redacted]: A pre-test and posttest are usually used to show growth. The tested areas must be part of the pre-tests and posttests.
KC: We know that CCSS will mean math and literacy will be taught by everyone. Everyone will become a reading teacher.

KP: The ACT considers 18 in English, 24 in Science, and 22 in Math; is the bar for college/career aligned with the ACT?
KC: We know that PARCC will be aligned with those standards. We also know that science standards are coming. Some states are using that consideq ltion as opportunities for change.
Dr. Kimbrell: This means as students left high school are they college and career ready? We have several IHE presidents who agree to accept anchor assessments as an indicator of readiness. The cut score will be agreed to by all 24 states. There is a glitch in higher education in some states. The relationship is not as strong as in our states.
KC: I see Dr. Peggy Doss here. We know many IHE's that are ready to sta lt embedding the framework.

Dr. Cushman asked: In Rules and Regs, should we have the same model?
Over *Y,* attendees agreed.
Dr. Cushman: Should we have flexibility?
5 hands were raised [small number in this large group].

5:00 meeting:
JH: If 100% proficient is not achievable, what is?
Lower.
JH: Lower it to what?
Lower percentage. 75% . 85%. 80%
JH: You are a small group, but you are brave.
100% is just politically correct.
JH: This is a goal that administrators and teachers should target from where students are right now.

Question: Who are we comparing the students to? Grow how much? Are we comparing Arkansas students to Oklahoma students or US students to Japanese students?
JH: In the growth model, it is our students to our students for instance, 3rd grade – if they are not proficient, then here's what you need to reach.

Question: What is the term proficient referring to?

JH: Currently in the state, it is a cut score established by a committee. Also, you should know there are 9 different growth models. No matter what model you talk about, someone will find a fault with it. There isn't a perfect growth model. If a growth model is applied to say, Springdale High School, you can grow even if you are proficient.

Parent Comment: In this situation you may get a parent saying you are not pushing my student – even if they are proficient; and we've talked about bubble kids - now we have bubble schools.

Question: Will this start from schools' scores from last year?
JH: This will start with targets on schools scores from last year.

JH talking about checking the box for flexing 21CC: This may be significant in some schools where athletes are required to have grades.
Comment: That's true at Drew Central. The kids we need to attend are in athletics.

Comment: If this is considered money for a safe haven for latchkey kids, it's more like a Boy's and Girl's Club, but if it's about instruction, it effects teachers.
JH: Some places have not just afternoon classes, but midnight classes.

Comment: It's a good thing to have 21CC and keep it for extended day. Schools must say if kids scored below basic, then they are not going to extracurricular until they go to tutoring. 21CC is not done right. It needs accountability. We take kids to the drop off point and everything – when will the state say you have to do this?

JH: So how many will say check the box?
Two hands are raised
JH: and how many will say don't check it?
One hand is raised.

Comment: Why do we lie to teacher every kid calculus in 12th grade? Can we not career track our kids?
JH: Remember Futurists say we need to change because our students need new skills.

Comment: We constantly have to change everything.
JH: The world is pushing to a technologically advanced society. Students are exposed to new skills.
Comment: Yes, but Europe and Japan stunt their students. Finland gives very few exams.
JH: Yes, but the students there are multilingual.

Comment: Parents - where are they. Why are they not responsible?
JH: This is John Hoy, but when we target parents, we get the ones we don't need to come - the ones who we need don't come. We need to teach parenting skills in I0th , 11m, and I2'h grade.

Comment: This is not about students in Finland. It is about not having developmentally appropriate practices. About not shoving reading down a 5-year-old's throat. We need more money in pre-school. Parents are required to sign to be responsible in Bastroff [sp?] TX.

Comment: If educators listen or watch what ADE says, we have STEM, STEM, STEM told to us.

Comment: We have college educations that are costing too much money. We've got kids who can't tell where FL or Little Rock is. We need basic skills.
JH: That's what CCSS will bring us to. Lots of teachers say some kids don't care. Good teachers are those who care. I don't know if you can legislate attitude.

Comment: Can't we use some of this money for smaller classes? JH: Research doesn't support this working above a certain level. Comment: We must teach social skills in early grades.

Presenter: Dr. Karen Cushman
Question: Can one teacher provide PD for another teacher?
KC: The district must approve professional development hours, but ADE approved college hours.
Dr. Kimbrell: For hours to count as professional development, it must be in the school planning document and documentation must be collected.

Many questions were asked about CCSS, Dr. Kimbrell answered by telling we will experience crossover on standards, and shared the analogy of the difference in our framework and CCSS as being the difference in simple skill demonstration and then using the skills in an actual ball game. Continuing to share, Dr. Kimbrell said it's not just about memorizing content, but doing what matters - not just writing, but writing about what matters.

Question: Will the CCSS be tested?
KC: The PARCC assessments will be aligned.

Dr. Kimbrell, to address more questions of 'why the CCSS', said others are out-performing us - our kids must compete. An example was given that we may have 16 content standards in Kindergarten math now, but with CCSS we may have 4.

Question: Is CCSS going to do away with NCLB?
Dr. Kimbrell: NCLB is an accountability system. CCSS flows into it.

Question: Students have better success when they have taken pre-AP and AP physics -there is an entire letter grade gain.
Dr. Kimbrell: They are better positioned to learn.

Parent Comment: So the act's in place and you meet it. Now what? KC: We will get the rules and regs in place this year.

Parent Comment: About the assessment p01lion for teachers - states have stuck their necks out for RTTT, and now teachers don't want to work with student teachers.
KC: It's a problem now.

Parent: Arkansas didn't get RTTT, do we know how to circumvent that problem?
KC: That's a good question – a very good question.

Parent: We had pilot schools for the teacher evaluation – what will they add to this process?
KC: We have had some schools choose to use the system, but this isn't the pilot for our implementation. We will be learning from those who have chosen early implementation. What we learn may require changes in our rules.

Parent: Will Pathwise be pait of this system?
Dr. Kimbrell: It will definitely be part of it.

Question: Will we be doing away with LEA's?
Dr. Kimbrell: No

Attendees asked if private and charter schools will be required to take these tests. The explanation was given that charter schools are public schools, but we don't regulate private schools.

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting – Jonesboro High School and ASU

December 5, 2011

11:00 -JHS

Hoy – JHS is in year 6, Does that mean it's not a good school?

Students – No, I think we don't even out; we have a lot of top tier students and a lot of bottom tier students.

Hoy - Provided an explanation of NCLB and School Improvement labels.

Students - Don't the requirements go up each year?
Hoy - Until 2014. Is that reasonable? Achievable?
Students - No

Hoy – Introduction of ESEA Waiver. (References were made about accomplishments of the tumbling team, basketball and football teams to make a correlation of the importance given to being the best.) If 100% is not achievable, what is? How many graduates are expected this year? Who should we not educate?

Students – This class has 360. Why are we trying to educate students that don't want to be educated?

Hoy – Good question (example given). What happens to the ones we don't educate when they graduate?

Students – I understand if we don't educate them the crime rate will go up; I'm not saying don't educate them but I think they should be separated from the ones who want to learn. The teacher's focus is divided and that keeps me from learning.

Hoy - After we separate them, do we still educate them?
Students - Vocational schools provides job skills.

Hoy - Explanation of changing job market and marketable skills was introduced.
Students – But if you don't have a chance to go to college ...if you keep pushing education, the middle class is going away. Let's say everybody gets a degree, the degree doesn't mean anything.
Hoy – Examples of job security provided – pursue hard to fill education majors. (Introduction of College and Career Ready and the Waiver Flexibility.) Option A - 8; Option B – I
Students – Does that mean every school would be different – ex. JHS only has 60% proficient, does that mean they only have to move to 80%?
Hoy – We can find out where we are in the state or by each school level – example of Hughes and Jonesboro.
Students – Not so much – that would seem biased against schools that are struggling. Isn't that what NCLB is saying, everybody needs to catch up?
Hoy – Does a student in a low performing district deserve to have to make lower targets?

(Questioned students regarding subgroups)
Students – Statistically it makes sense I guess. Are we just trying to make it achievable?
Hoy -That's what we're trying to find out.
Students – In a challenging class you may not do well but you learn more. There's no way to create numbers. In order to achieve you're going to just teach the tested skills but not educate us.
Hoy – Do you tie everything to a test? A lot of occupations are tied to a test.
Students – So essentially y'all are training us to take test and not educating us?
Hoy – Should we set different targets for every school? – 14 votes or Set an average for the state? 0 votes
Students – Do you care to tell us in a nutshell what's going on here? (from a student who entered the discussion late)
Hoy - Summarized what had been occurring in the discussion
Students – Can't you change the increase rate if you're at 90%
Hoy – That may be possible in Option C. Should we have a different target for each subgrnup?
Students – I don't think we should for race but is it possible to set different ones for students with disabilities?
Hoy – One target for every subgroup – 6 votes; Different targets for each subgroup – 7 votes
(Introduction of Growth) Do we take into consideration those who are high performing and not moving but others are low performing but making great gains and still not meeting proficiency? 100% voted yes
Students - As long as its proportional
Hoy -No one has agreed on a growth calculation.
Students – Is there one way to educate?
Hoy -No ...

1:30-3:30

Meeting began at 1;35 with introduction and overview. During the overview, the question was posed to the grnup regarding their option preference. Option A -22; Option B – O; Option C – 15.

- Majority agrees we should use growth in calculating low performing schools to identify the bottom 5%. After providing the example of possibly having schools not currently in improvement being identified in the bottom 5%, only 2 hands were raised.
- Does it make sense to have the same calculation for the bottom 5% and top 10%? An insignificant number agreed
- Why do we have two different calculation methods?
- Act 35
- The present system have schools in improvement but have combined scores that are higher than some not in improvement. Unfortunately when you have more numbers that make the subgroups count you will probably always be in some form of improvement.
- You have to have a calculation that measures the same group of students to get an accurate picture.
- What do we do with the 75% in the middle? Should we differentiate? 7 voted yes; should we leave them alone? 6 voted yes. Should we ask for flexibility with 21 CCLC funds? An insignificant number provided input but more leaned toward the flexibility.
- Is there a program in place that has a very, very aggressive parental involvement plan?
- Principle 2 - what's being considered for SPED and differentiating targets?

- Has there been any discussion about students in being counted in multiple subgroups?
- What about changing the minimum "N"? How will that impact student achievement?

Session ended at 2:36

- Is there a possibility of looking at the minimum N as a percentage rather than a number?
- What about identifying the lowest quartile by scores and using growth to determine the bottom performers and/or flip it for the top quartile?

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A -14; Option B – 2; Option C – 10.

- If 100% is not achievable, why are we keeping it in there?
- On the current AYP calculations, would option A be based on those?
- Both option A & B will be based on where we are now.
- So 100% will be based on Common Core?
- I don't think so because once Common Core is fully implemented, we will have to reset targets.
- But if we reset it, it will be based on all the states since it's a common assessment. Is that right or will it be for Arkansas only?
- If we do reset, do we have six years from the reset or if we're two years into the original six, do we only have four years?
- Flexibility is only good until ESEA is reauthorized.
- Regardless of which option is chosen, the labels and levels will be off the table, right?
- Introduction of Principal 2 – Should we try to come up with a common calculation for the bottom 5% and top 10%? Should we use growth in the calculation? 14 votes in favor; 1 voted no
- Are you going to check to see if the top perfmming schools have more resources than the low income schools at the bottom?
- Isn't it more challenging to move from 90-100 than it is to move from the floor to 30?
- Explanation of growth under HIVE – What do we do with the schools in the middle? The 75%? Leave them alone? Differentiate? Should we ask for flexibility on 21 CCLC? The vote was about 50/50. Should we set different AMOs? There was no real response.
- We need to know how you're going to calculate the AMOs.
- The one thing that's not taken into account with the calculation is the lack of high quality teachers.
- A lot of districts have ALPs, could the State not set a uniform time frame for posting job openings?
- Are you referring to State control as opposed to local control?

Session ended at 6:04

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting - Maumelle High School
December 6, 2011

Meeting opened at I:32 with remarks by Student Council President. Mr. Hoy followed with thank you, introduction of key ADE personnel, and introduction/overview of the session. Option A – approx. 26
Option B -0 Option C -approx. 22 It is noted that there were a minimum of I00 in attendance.

- Let's say you're at 90% at the end of those six years, what happens then?
- Don't know if there will be six more years or what will happen. Duncan said, what the people request in their waivers may help drive what the reauthorization looks like.
- On the first option, what population are you trying to cut in half, i.e., low SES or students with disabilities
- It may not be as complicated as it initially sounds; the possibility does exist that it may get all the way down to individual school levels.
- Are we actually going to set a different set of goals for every sub-pop?
- The possibility exist
- When I look at the options, I'm curious about the interventions or strategies that would assist in the options that we're being asked to provide input.
- How would the combined population be figured if all the subpopulations have different targets?

- What I'd like to get together in the month of December and put something out for everyone to review and provide input on.
- Clarifying what option A is...hypothetically my SPED pop has to possibly improve at double the rate as the combined population.
- That is a possibility. We have already said as a State that we are going to adopt CCR...that means ALL students.
- We're supposed to be teaching from CC and our assessments are on the Frameworks so what accountability are we going to putting into place to assist...
- I'm assuming when the State makes a decision they will go with option A...will that be based on last year?
- When we look at calculating AMOs, should we keep doing what we're doing? Or change it and include growth in the calculations? Keep – O; Change – approx. 20; majority did not vote
- What do we do with the 75% in the middle?
- Something must be considered when students with severe disabilities cannot take the grade level test that will allow them to take a different type of accountability assessment.
- In reference to the 21 CCLC grant – schools and communities work in partnership- what is envisioned if the flexibility is granted? We need to look at an operational definition of extended learning time. Laveta Wills-Hale with the Arkansas Out of School Network

Session ended at 2:42

Additional questions:

- The waiver process ...several states are not going to complete the request ...the

Department has limited resources and limited capacity. Is it best for kids to complete the waiver when we're beginning Common Core and kids are still being assessed on the benchmark. Has the State definitely decided to apply for this flexibility?

- Yes. Dr. Kimbrell explained the State had already exhausted other efforts to freeze AMOs so in order to make changes to our Accountability Workbook and targets, this flexibility was needed.
- I'm really disappointed ...the waiver process is a false premise ...we're acting like Common Core doesn't exist...that seems to be directional disfunctionality. I highly applaud the Department...
- Getting back to limited resources and capacity, where does our focus need to be?
- (Kimbrell) There are four principles and we've already begun three of them. It's the accountability principle that we would be using our resources.

5:00-7:00

- Are there any states that are not applying for waivers?
- Yes
- Has any state reached I00%?
- No, not to my knowledge
- When we're looking at IDEA and IEPs have they looked at growth?
- We get to set the targets by sub groups and you could set the target for the sub group based on the average ...we could have different AMOs not for just the state but for every school in the state and possibly every sub group...
- It seems like the end result is what NCLB wants. So why don't we test children at their reading levels because children are being forced to take test above their reading levels and will never be able to make proficient.
- We're switching to Common Core, using PARCC assessments and using on-line assessments ...will the students be tested for proficiency on benchmark assessment or what?
- Is there a plan for the transition of those scores when we switch the assessments?
- We would be able to reset the proficiency levels on the new assessment when it counts.
- As a SPED teacher, anytime there's 100% proficient by whatever the date is, that's not logical for the diverse population and then on top of that to put a blanket I% allowable on the population is unrealistic. A lot of that will depend on the percentage of students. If SPED is expected to reach that I00%, in elementary we are not given the same resources
- Option A - 6 ; Option B – O; Option C – 5 (17 were present in this session)
  Should we include growth in our calculation? 9 voted yes; should we keep what we got? No votes; Do you have something else in mind? No votes

Session ended at 6:08

Comments Submitted to the Email Add1·ess
ade.nclbwaivers@arkansas.gov .

Mon 12/12/2011 7:39 PM

Suggestions:

There must be consistent methods for teacher evaluation statewide. Consistent evaluation methods would bring about a "Distinguished" teacher rating in one district being equivalent in another district. The methods should address the potential of a teacher in one district being evaluated "Below Basic" and then if the same teacher moves **to another district is evaluated as "Distinguished".**

The linking of student grnwth & achievement toward AYP goals with a teachers evaluation is important. But there

must be recognition that a student's achieven1ent must be compared with expectations for a student's aptitude

and capability. I'm not sure how to describe the terms used by districts regarding those groups to represent aptitude and capability - Gifted/Talented, Advanced Placement, Honors, Regular, Alternative Learning, Resource,

etc. Could you recommend the groups that would be appropriate? There is probably some statistical means for establishing expected student achievement levels for each of those groups. Is GPA the best measure? The four assessments as part of the CCSS? A teacher's evaluation would be measured at the levels for that group. There **could be "Distinguished" teachers in each student group and not only in the highest achievement group** (4.0+GPA's). Do teachers have a choice in which student group they teach or is that decided by admin or by whatever teacher openings are available?

The linking of an objective "parent/guardian" support factor with teacher evaluations seems to address another fairness issue. Not in a way to make the teacher accountable to gain that support, but rather a way to offset the effects of a Jack of support on a student's achievement or to enhance the effects when there is fu ll support. In other **words, there is an evaluation on a teacher's measure of effectiveness which may be lim ited (or unlim ited) by a** student's study habits and discipline which are influenced by parents or guardians. It's not fair for a great teacher to be penalized by an uninterested student or a great student to be penalized by an uncommitted teacher.

Thanks,

Mon 12/12/2011 8:44 AM
Dear Sir or Madame:

I am very concerned about some of the factors you are considering for the evaluation of teachers. My highest concern is using student test scores in any form in the evaluation of a teacher's perfotmance. There are several reasons using student scores are neither practical nor ethical: I) Lack of student accountability for the test 2) Factors outside our control that affect the test (i.e. home life of student, student's mental and physical needs not being meet outside of school, student I.Q. and learning disabilities) 3) The regional economic status the school in which you teach is in 4) Students absenteeism 5)the lack of importance American society puts on education.

We have absolutely no **control** over what a student writes down on those tests. In my 13 years of teaching, I have seen it time and time again where s\udents finish a thirty minute test in five minutes by making pretty little designs with answers on the bubble sheets. What consequence do these students have for this behavior? Absolutely nothing! lfthey fail the test they continue on to the next grade level; their grade is not affected for the year; they do not get penalized in any shape or form. What consequence do teachers have with this new evaluation? A long list of extra paper work they must fill out; a formal record that they are "bad teachers"; more restrictive teaching environment for them; especially when it gets to be dog-eat-dog in who gets the "advanced" students and who gets "below basic" students. Student scores should not be used to evaluate a teacher's performance until students are also held accountable for the test.

There are so many factors to consider in the education of a student that are not in the teacher's control that affect the scores it is impossible to name them all. Public school teachers have seen so many dysfunctional families that when a functional family comes along we marvel at the sight. We have children that haven't slept because Mom and Dad are dealing drugs all night long. We have children that hoard food from the cafeteria because they know it will be the only thing they eat that weekend and those are the lucky ones. Yet we expect these children to perform at the same level as the child that has clean clothes, food on the table, and parents that make sure they come to school each day. We also expect students that have IEP's to perform the same as students that do not have IEP's. One of the biggest disadvantages we do our students is to not use their modifications on the state test. Say, for example, one of their modifications is to have a shortened test or lessen the number of choices on the test. These modifications are ones that are used throughout the school year but when we get to the state test they are not given these modifications and are still expected to perform like the other students. A teacher could have her license taken away if she/he DID follow the modifications on a state test! My question is how can a teacher be held accountable for this student's test score? Yet that is what you are about to consider.

The economic status of the school district in which a teacher teaches could also affect scores. lfthis were not true, then why do we have a subpopulation for it on the state test

results? We all know that lower social economic areas have always performed lower than areas that are have a higher social economic status. What will happen if we were to attach scores to teacher evaluations in lower performing schools? No one will want to teach at those schools. We already have difficulty in getting quality teachers to teach in rural areas or schools that are on year three, four, and even year six school improvement. Add the additional discouragement of possibly having a black mark on your permanent record and you will see a mass exodus from struggling districts. Oh, you may find someone desperate enough to teach at those schools; but it is not going to help you reach your goal of bettering the education of American students.

Another aspect that plays a role in scores is student absenteeism. While this may not be an issue in all school districts, it is in others. Again teachers have no control on whether a student comes to class or not. If parents do not make their children come to school, how can I teach that child? Even offering tutoring before and after school cannot catch up a student that has missed ten to twelve days of school in just one semester.

I believe teachers should be evaluated on **their** performance and not the performance of another human being. There are too many factors that influence student testing to make it a viable component for evaluation. This methodology has not worked in the past and will not give you the results you seek now. If you want to truly change education of American children, we might want to reevaluate the system as a whole which is still using the same antiquated methodology from its conception over 200 years ago.

Tue 12/6/2011 2:38 PM
Dr. Kimbrell asked that suggestions about the state's accountability waiver be processed through this e-mail address.

The waiver process should acknowledge high preforming schools while engaging low performing schools by offering help and hope. Using an accountability system that uses a standard error of measure to keep status of "meeting standards" could be calculated each year ...criterion referenced tests cannot remain static every year as hard as committees and testing companies try to do so. Subgroup growth could also be calculated with this same standard error of measure system. The size of the school or subgroup may have to be weighted when calculating this standard error of measure.

Also, using an individual student achievement score growth plan that uses a standard error of measure and two years to show growth could give Districts time to recognize individual needs and address an RT!process to improve student scores.

Thank-you and Dr. Kimbrell for informing us and giving us the opportunity to provide input.

Wed 11/30/2011 4:13 PM
For Accountability
Use Safe Harbor for combined and subgroups in the Focus and Priority groups. This forces schools to move 10% of the deficient to proficient in a year. It is more reasonable for a school with 30% proficient to move 7% from deficient to proficient making their total necessary 37%.

The state could take care of awarding the top 10%, and districts could take charge of ensuring that their middle 75% were not slipping.

As to Teacher Evaluation - I have grave doubts about building student achievement into the process. Value-added from state mandated exams is only available for grades 4-8. EOCs are not vertically linked to Augmented Benchmarks even though that connection was recently built into the Improvement Gains Index.
You could use NWEA MAP testing to measure growth over the year. It is a formative assessment taken online three times a year. Lots of districts in Arkansas use this anyway, and it is available K-12 in math and literacy, science in middle - 10[111], and math EOCs.

Thanks for your hard work on this,

Wed 11/30/2011 11:19 AM

1. NO SPECIAL EDUCATION STUDENT BENCHMARK SCORES ADDED/INCLUDED IN A SCHOOL'S COMBINED POPULATION
2. SPECIAL EDUCATION STUDENTS NOT INCLUDED WHEN FIGURING SCHOOL PERCENTAGES FOR PROFICIENT (AND/OR ADVANCED)

ESEA Fl!!><lbllity Meeting at *fl-141A J-.* on *Il.:z.J-tl* 130 .l'r:- --

Name.	students	Parent	Teacher	School Administrator	Other-community-based organizations, clvi.I rights organizations, organizations representing students with dlsabliltles and
[redacted]					Arkansas Leadership Academy
					AIA .lrid1an tribes
					AEA
					ADE

ESEA Flexibility Meeting at Alma on 1/ 1.f /1 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School	
[redacted]				✓	Other - community-based organizations, civil
			✓		rights organizations, organiations
				✓	representing students with disabilities and
				✓	Ensllsh Learners, business organizations, or
				✓	Indian tribes
					ADE
				✓	Fort Smith
				✓	Springdale
				✓	Fayetteville
			✓		Alma
			✓		Alma
			✓		Alma
			✓		Alma
			✓		Alma
			✓		Van Buren
				✓	Bergman
			✓		Alma
			✓		Alma
			✓		Alma
				✓	Alma SD
				✓	Alma High School
			✓		Alma Middle School
			✓		Alma Middle School
			✓		Alma Middle School/
			✓		alma middle school
			✓		alma middle school

Teacher Alma M. S.

[redacted]

ESEA Flexibility Meeting at *Hill"1*

on *11-21-11* 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School	
[redacted]				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
			✓		
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	* retired
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	Afterschool Program (AOSN) ↓ Times Record

9

12i Other community-based organizations, civil rights organizations, orga(llzations representing studnts with disa.billtles'<ind English Learners, business organizations;or hiitan tribes

SEA Flexibility Meeting at [illegible] 1:30_ or 3:00_f:-....

Name	Students	Parent	Teacher	School Administrator	Other community-based organizations, civil rights organizations, or ganlzatlons representing students wltn disabilities and English Learners, business organizations, or
[redacted]			✓		
					Paraprofessional
				✓	Program Director [illegible]
				✓	
				X	
				✓	
				✓	
				✓	

ESEA Flexibility Meeting at [illegible] on 11-21-11 1:30 or 5:00

Name	Students	Parent	Teacher	Other • community-based organizations, civil rights organizations, organizations representing students with disabilities and
[redacted]		✓	✓	
			✓	
			✓	
			✓	
			✓	
			✓	
			✓	
			✓	
			✓	
			✓	
			✓	
			✓	
			✓	
		✓	✓	Dist. administrat

ESEA Flexibility Meeting at _____ on 11-2/-/1

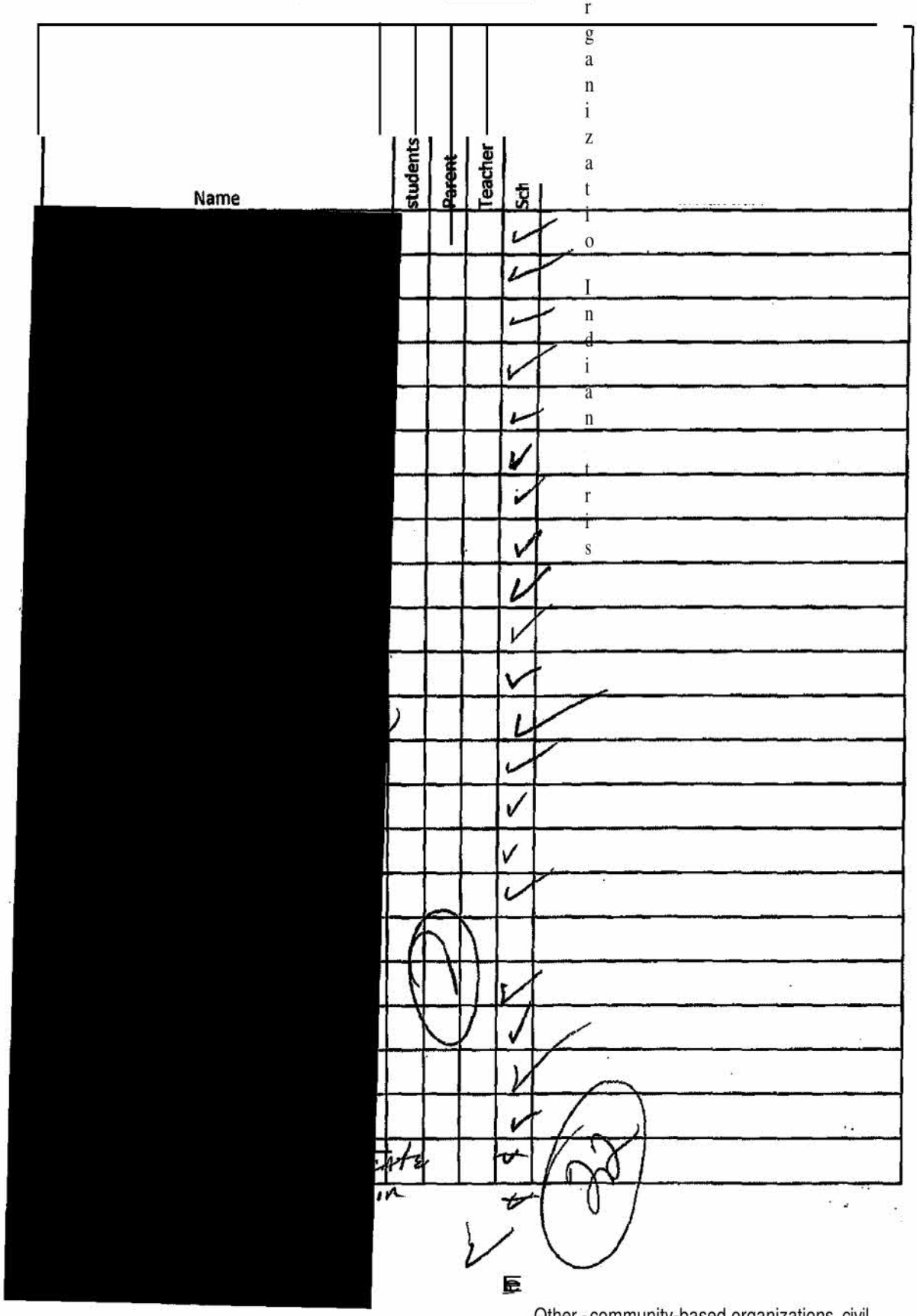
1:30___ or 5:00 ✓

Name	Students			Other - community-based organ.lzations, civil rights organizations, organizations representing students with dlsablllties and Englsh Learners, business organizations, or Indian tribes
[redacted]		✓		
		✓		
		✓		
		✓		
		✓		AEA
				AEA
		✓		AEA
	✓			AEA
				AEA
	✓		✓	
			✓	
			✓	
			✓	
			✓	
			✓	
			✓	

ESEA Flexibility Meeting at Arnoldphia High School on 8/29/11

ESEA Flexibility Meeting at Arnoldphia High School on

Name	Students	Parent	Teacher	School Administrator	Other-community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or other community based organizations, civil
[redacted]	✓				
	✓				
			✓		
	✓				
	✓				
	✓				
	✓				
	✓				
	✓			✓	
	✓				
	(19)		(1)	(1)	
[redacted]					
	(12)				



Other - community-based organizations, civil rights organizations, organizations

representing students with dlsabllltles and

g English learners, business organizations, or

Indian tribes

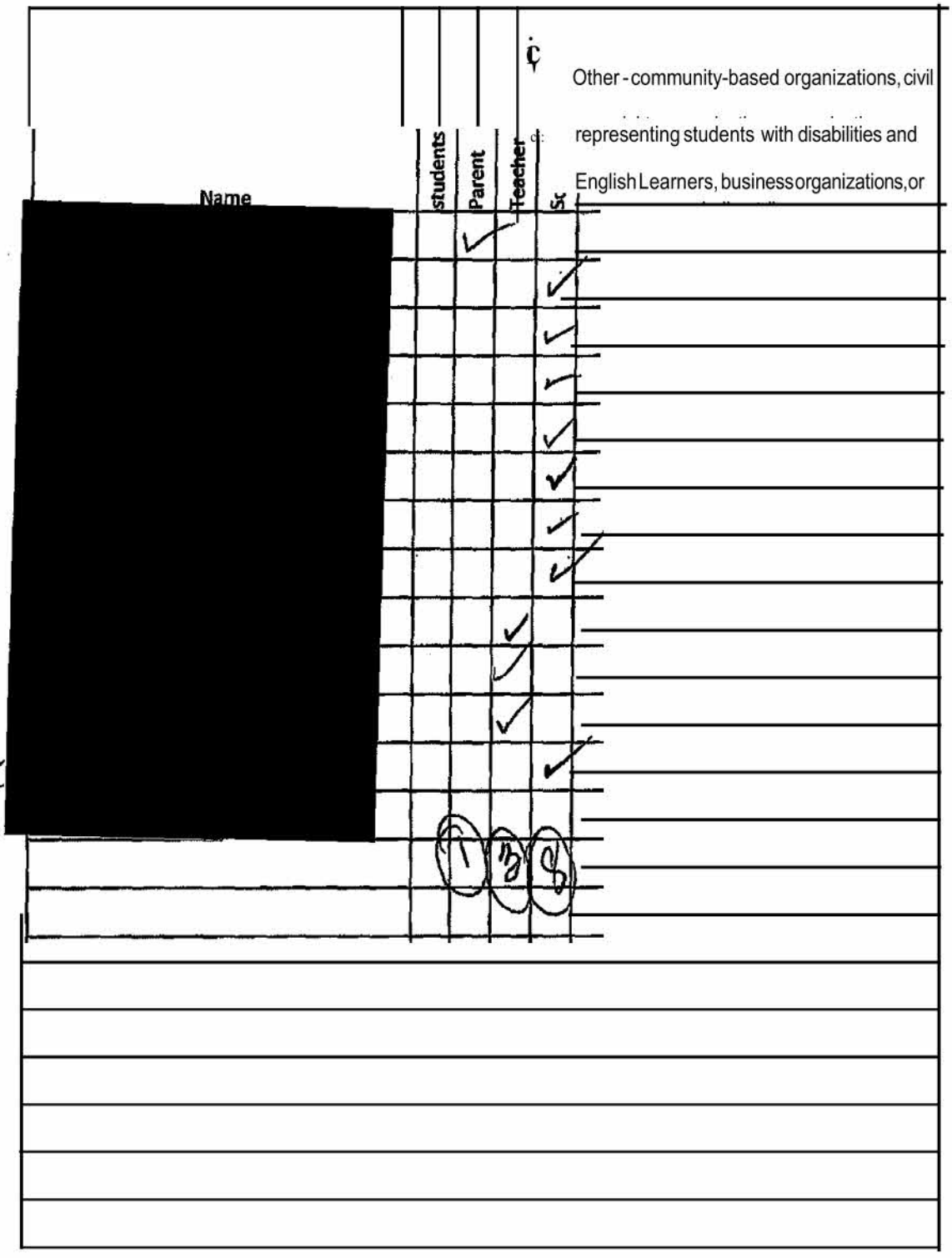
ESEA Flexibility Meeting at /H L{ 1:30 ✓ or 5:00

Name	Students	Parent	Teacher	School Administrator	Other community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
			✓		
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					Dawson Coop
	-1-	-1:	A-	-1	Dawson Coop 1 /
					Dawson Coop
				✓	
				✓	
				✓	

Education Renewal Zone

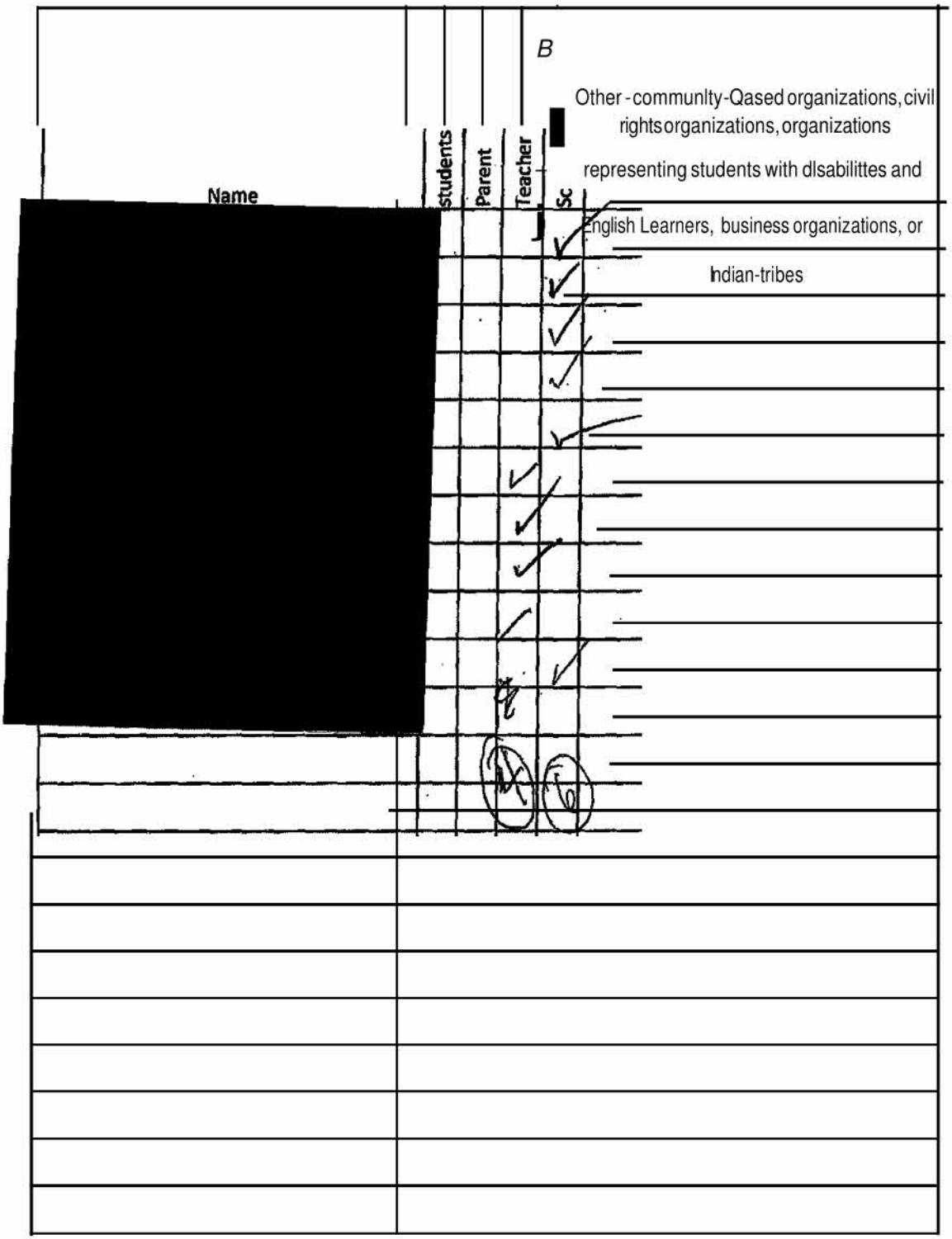
ESEA Flexibility Meeting at _____ on _____ 1:30 or s:oo 7

1



ESEA Flexibility Meeting at ___,1.IS_.:¥_—on. tl/vt ht

1:30_or5:00 V""



ESEA Flexibility Meeting at Monticello HS on 12-1 10:00 ~~1:30~~ o

Name	Students	Parent	Teacher	E s al	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	(10)				

ESEA Flexibility Meeting at /1ird1(J//1 n .....1]'-,.'/-/-F ·· ..... o_ _

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with dlsablllties and
[redacted]	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				

ESEA Flexibility Meeting at A(IPl'ltc.t/ft /H on 2....1-11

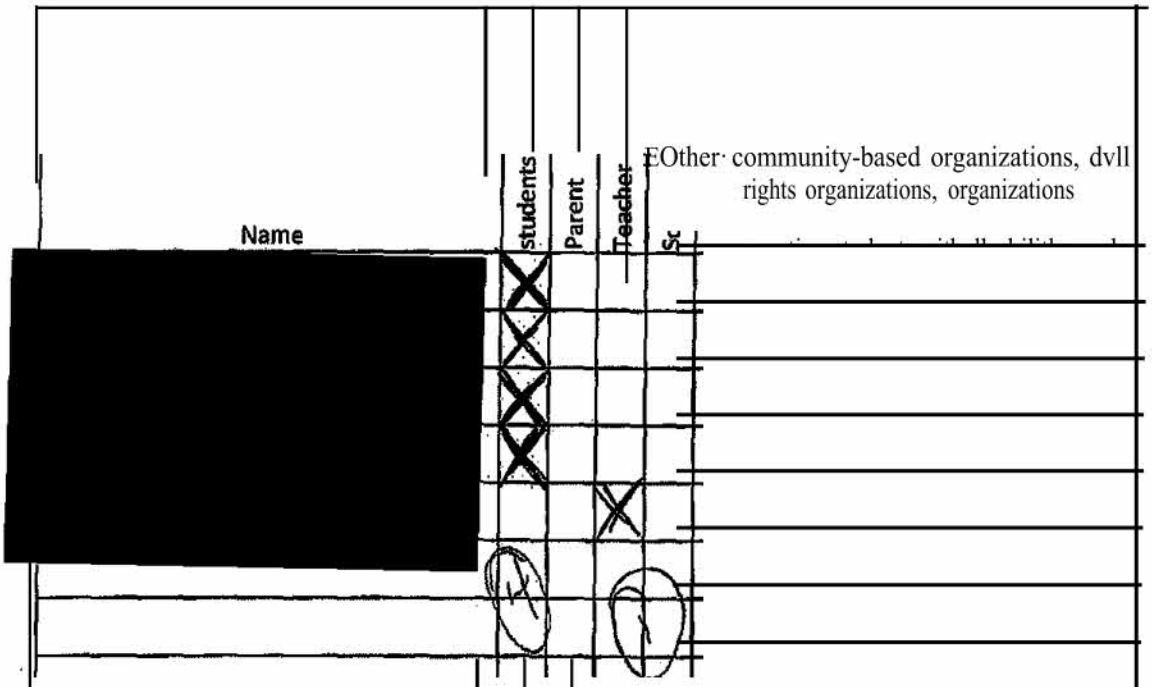
10: am
-1:38 a.m. 3:00

Name	Students	Parent	Teacher	Sc	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]					

10a.m.

ESEA Flexlb!llty Meeting at Rf,,,(/#. on ...../.t_."-

1:30____or5:00____



ESEA Flexibility Meeting at Monticello HS on 12-1-11

c:
. Other - community-based organizations, civil rights organizations, organizations
ci; representing students with disabilities, English Learners, business organization Indian tribes

Name

[redacted]

14fge 21

— "!1')---------

J,i3e_ or 5:00_

ESEA Flexibility Meeting at "4t11ttK.Jlo on ./L; l: /1 1:30 ..-Or 5:00_

Name	Students	Parent	Teacher	School	Other - community-based organizations, civil rights organizations, organizations representing students with dlsablllties and English Learners, business organizations, or Indian tribes
[redacted]				✓	
				✓	
				✓	
				✓	
				✓	
					Science Specialist STEMCenter
				✓	
				✓	
				✓	
				✓	
				✓	
					ST. BRD of EDU/EDEF
				✓	ESC Director
				✓	ESC Asst. Director
		X			Special needs Advocate
				✓	
				✓	
				✓	
		X			El Dorado Education Foundation (EDEF)
				✓	
				✓	McGehee Sch. Dist.
		✓	✓	✓	ADE

(3) (1) ✓ Warren School District
✓ Warren School District - SERCABC
✓ (22) (2) MISC

ESEA Flexibility Meeting at .l/t¢l.ry{fd on _,1'Z.."-' '=-..1.,f_

1:30Lor 5:00_

Name	Students	Parent	Teacher	School	Other - community-based organizations, civil rights organizations, organ"iiatlons · representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]					✓-UAM
					✓-UAM
					✓ UAM
					✓ UAM-Higher Education
					✓ UAM - HIED
			✓		
					Regents - DeWitt Ent-Enterprise
				✓	
				✓	
				✓	
				✓	
				✓	Student
				✓	SEARK Coop
				✓	Education Renewal Zone-UAM
			✓		✓ Education Renewal Zone-UAM
				✓	
			✓		
				✓	
			✓		Henderson,
				✓	
				✓	

4 12 UAM 6

ESE Flexibllltv Meeting t ;;rut on 1z 1

1:30 ...or S:OO____

11

Name	students	Parent	Teacher	School Administrator	other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English learners, business organizations, or
[redacted]				✓	
				✓	
		✓	✓		
			✓		
				✓	
		✓	✓		
				✓	
				✓	
				✓	
				✓	
					College Board
				✓	
				✓	Superintendent, Sheridan Schools
				✓	Asst. Supt., Sheridan Schools
				✓	Superintendent, Woodlawn Schools
				✓	Asst. Director/TCC COOP.
	2	3	13		

ESEA Flexibility Meeting at c)J:l/rf- Cal/ on {t/J/.i.Pt,.— 130_ or 5:00 t/

E Other - community-based organizations, civil rights organizations, organizations representing students with dlsabllltles and

Name	students	Parent	Teacher	School	
[redacted]					USCR/ADE Speed Desk Mtg
				✓	ALE PRIN. Hamburg
			✓		ALE Science Teacher, Hamburg
			✓		Drew Central Middle School
					UAM STEM Ctr.
					UAM STEM Ct. Director
				✓	Stem City School District
			✓		Drew Central School District
			✓		Drew Central School
			✓		Drew Central School
			✓		ALE, English Hamburg
			✓		ALE, History Hamburg
			✓		ALE Hamburg Schools
			(8)	(2)	

'1. -on ./-=;;...-'+-w_____ 1:30Lor s:OO_

ESEA Flexlbllity Meeting at J .IA.. on /J'¥

E Other-community-based organizations, civil rights organizations, organizations representing students wnh disabilities and

ESEA Flexibility Meeting at J , ' - ' : - S " - ' - '

Name	Students	Parent	Teacher	Schools
[redacted]				✓
				✓
				✓
				✓
				✓
				✓
				✓
				✓
				✓
				✓
				✓
				ASU
				ASU
				✓ Retired
				- ASU
				✓ Crowley's Ridge Coop -
				✓ Crowley's Ridge Coop
				✓ Marked Tree
				✓ South Miss. Co.
				✓ South Miss. Co.
				✓ South Miss Co
				✓ Earle School Dist

1:30Lor s:oo_

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or
[redacted]					University Teacher Educator
				–	Blytheville School District
				✓	Blytheville Schools
				✓	Jackson County School Dist.
				✓	Newport Special School Dist.
				✓	NEWPORT SCHOOL DISTRICT
				✓	Gosnell School
				✓	Gosnell School
					state dept of educ.
					Arkansas Leadership Academy
				✓	Riverside Schools
				✓	Westside Schools
				✓	Brookland School District
				✓	Highland School Dist.
				✓	Highland School Dist
				✓	Highland School Dist
					ASU COE Dean
				✓	So. Miss Co.
				✓	So. Miss Co
				✓	Pine Bluff School District
				✓	Bauxite High School
					The Sun

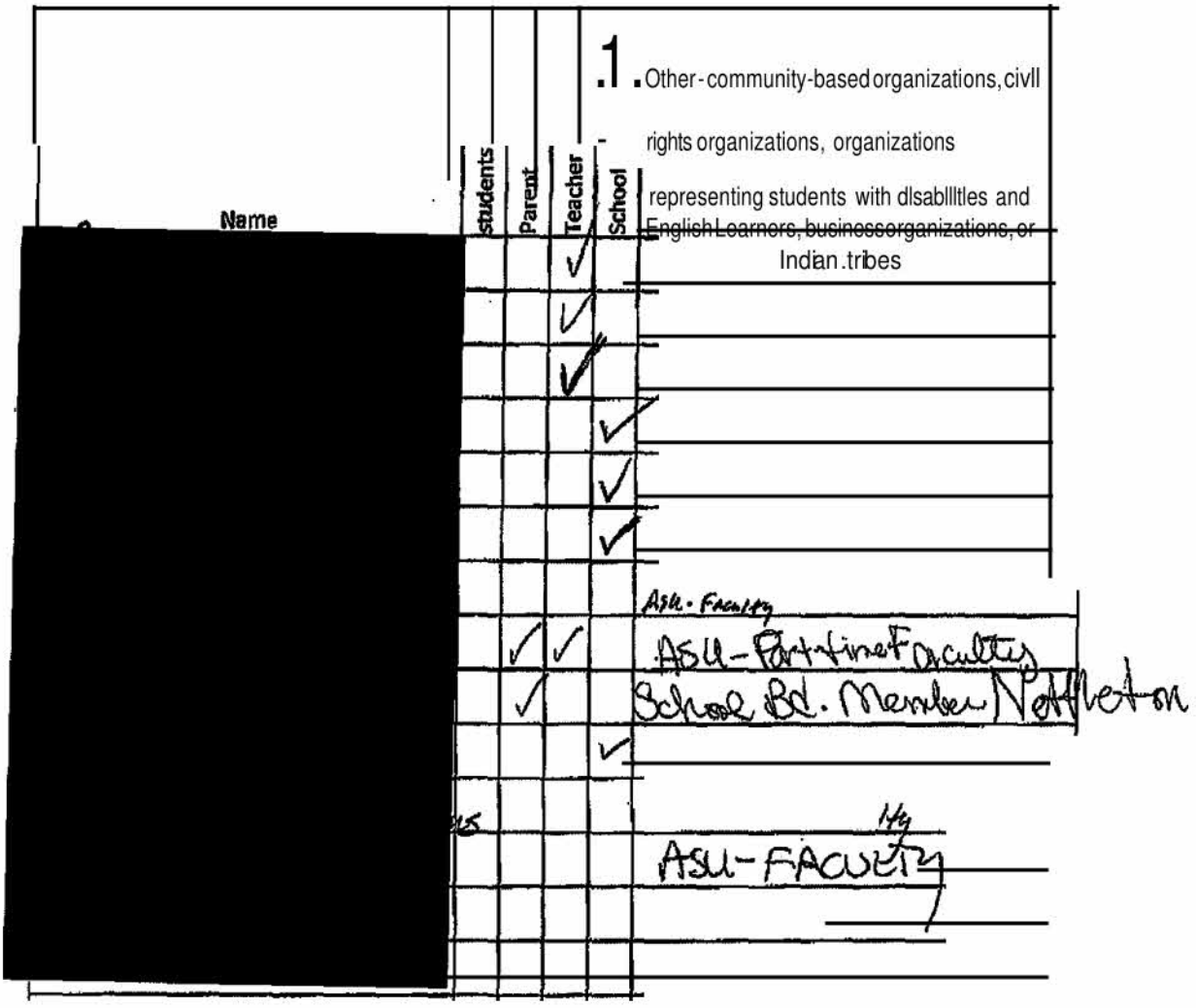
ESEA Flexlbllity Meeting at #l(on DECEMBER 5, 2011 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	Scho	Other community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]					
					coop - NEA
					GREC
				✓	Wynne Schools
				✓	Wynne Schools
				✓	"
				✓	"
					" "
					" "
				✓	Buffalo Island Central Schools
					ASU Teacher Education Dept.
				✓	Calico Rock School Dist.
			X		Forrest City School District
				✓	Riggotte School District
				✓	West Memphis Schools - Bragg Elem
				✓	West Memphis School District - Weaver elem
				✓	West Memphis School District
				X	Nettleton School District
				X	21 Centry BTS Boys & Girls Clubs
			X		Cedar Ridge Schools
				✓	ASU - ERZ.
					Dcom Afterschool Program
					Dcom afterschool Programs

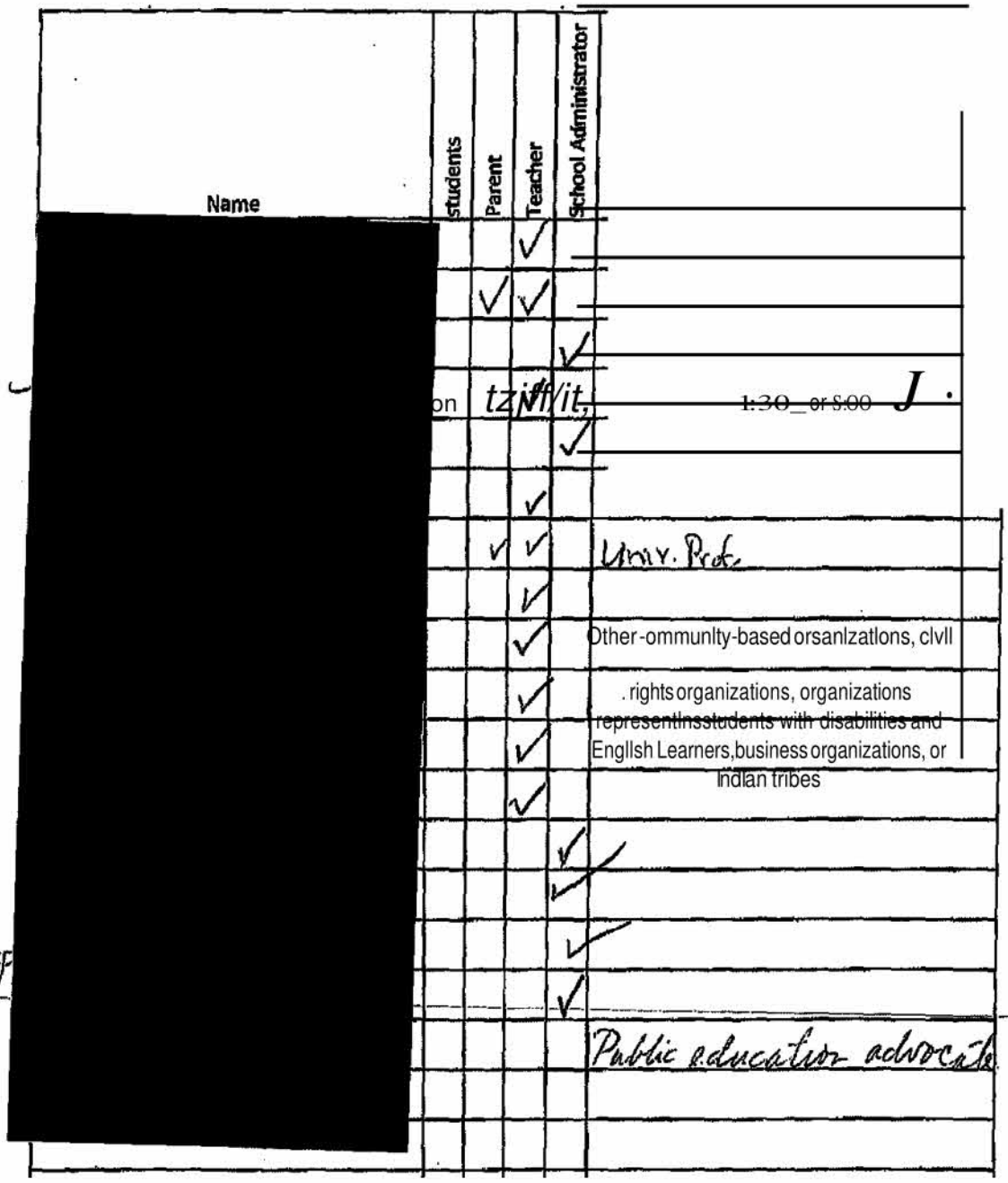
ESEA Flexlbllity Meeting at If::S I.{ on 12/5/11 . 1:30_or 5:00

Name	Students	Parent	Teacher	School Administrator	Other community-based organizations, civil rights orsanl•atfons, organlnitions representing students with dlsa bllttles and Englsh Learners, business organizations, or
[redacted]				X	
				X	
				X	
				V	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
					ASU
				X	
				X	
			X		

ESEA Flexibility Meeting at _ ,'-'-""-I'-{, on ---/_."" -S"'-/,W]_ (_____ 1:30_ors:oo ✓



As u • fa.c;,,..,


Name
Students
Parent
Teacher
School Administrator
Univ. Prof.
Other community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Public education advocate

1:30 i/ or 5:00_

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or
[redacted]				✓	Rose Bud School District
				✓	Rose Bud School District
					ADE
					ADE
					ASBA
				+	AAEA
				✓	Searcy County School Dist.
				✓	Marshall High School
				✓	Guy-Perkins School District
				✓	Searcy School District
				✓	O.V.R. Education Co-op
				✓	if unsure

ESEA Flexibility Meeting am/t on Aug 14, 2012 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]				X	
					JBHM
					JBHM
				X	
				X	
				X	
				X	
				X	
				X	NLRSD
					A
			X		
		X			
		X			
				X	
				X	
				X	
		2	1	10	3 missed

:30 7 or 5:00_

ESEA Flexibility Meeting at f14, .. -dson IZ-/(./t f

)

Name	Students	Parent	Teacher	Sc	J Other -community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]				✓	ADE
				✓	
				✓	
				✓	
				✓	
					ARESC
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					NAESC Cooperative
					Arch Ford Coop
					Wilbur Mills Coop
					ASBA
				11	Lemusc

ESEA Flexibility eeting a ffeon *tM/tr* 1:30 (*or* 5:00_

Name	students	Parent	Teacher	School Administrator	Other community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or
[redacted]				✓	
				✓	
				✓	
			✓		
			✓		
				✓	
				✓	
			✓		
				✓	
					Disab Rights Ctr of AR
					ADE
				✓	ADE
				✓	NLRSD
				✓	Clarendon School Dist
				✓	Clarendon School District
				✓	Watson Chapel
			3	10	3 more

1:30 ✓ or 5:00 ___

ESEA Flexibility Meeting atf!/nu *up, {{ (Ison Wt.(1r*

Name	Students	Parent	Teacher	School	:E Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or
[redacted]					
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					✓ ADE
					✓ ADE
					✓ ADE
				15	3 misc

1:30 ✓ or 5:00 ___

ESEA Flexibility Meeting *atpl* *C $on* *l.,},,/u*

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]					ADE
					ADE
				✓	LRSD - Grants Dept.
					Pulaski Cty Youth Svcs
		✓			
					ADE
					ADE
				✓	Calbot
					Univ. of AR AHA
					PCSSD HR
				✓	PCSSD HR
				✓	PCSSD
				✓	PCSSD - Maumelle HS
					Arkansas Democrat-Gazette
					Arch Ford Coop
					Arch Ford ESC
				✓	Conway Public Schools
				✓	Conway Schools
					Arkansas Out-of-School Network (AASN)
					ADE
				✓	Wonderview School District
				✓	Ridge Road Middle Charter School

18 17

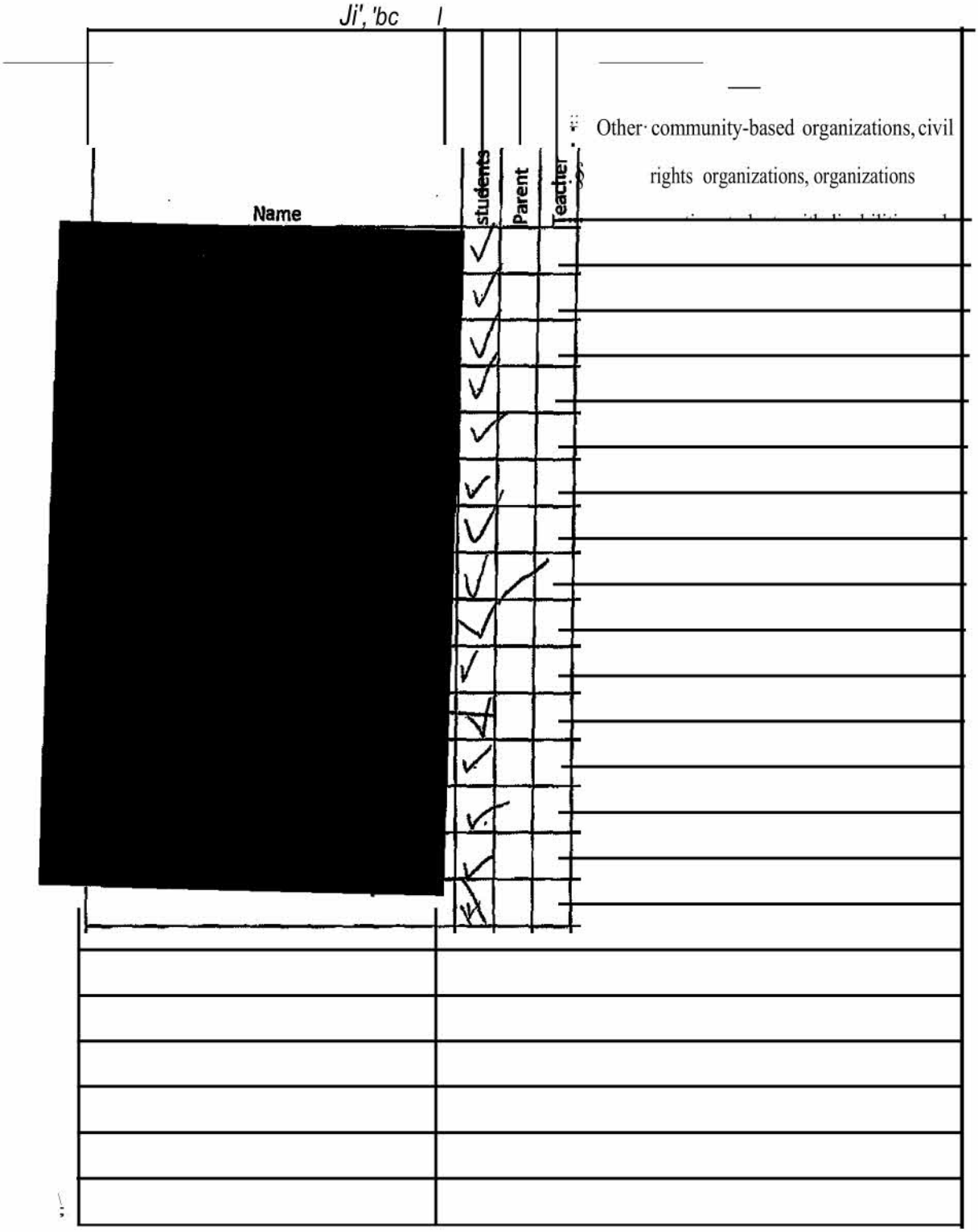
ESEA Flexibility Meeting at Mumbelle HS on 12/6/11 1:30 or 5:00

Name	Students	Parent	Teacher	School	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]			✓		SAU ESSC Supt Little Rock
			✓	✓	
			✓		
			✓		
			✓		
			✓		
			✓		ADE DLC
			✓		AOE DLC
	✓	✓			
	✓				
					self
			✓		PCSSD
				✓	Little Rock Sch Dist
				✓	Little Rock School District
			✓		DLRSD
					AEA
			✓		Conway & AEA
			✓		AEA/PCSSD

2464

=-: /

ESEA Flexibility Meeting at µ::::t'Sbtr?> on IZ' 5 / 1 11:00 ~~1:30 or 5:00~~


Ji', 'bc
Name
Students
Parent
Teacher
Other community-based organizations, civil rights organizations, organizations

ESEA Flexibility Meeting at [redacted] on 1/30/13 or 8:00

Name	Students	Parent	Teacher	School	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or
[redacted]				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					ASU
					ASU
				✓	Retired
				-	ASU
				✓	Crowley's Ridge Coop
				✓	Crowley's Ridge Coop
				✓	Marked Tree
				✓	South Miss. Co.
				✓	South Miss. Co.
				-	South Miss Co
				✓	Earle School Dist

19

3 ASU etc

d>vL on 1'z--Atl 3oLorS:o---

ESEA Flexibility Meeting at

Name	Students	Parent	Teacher	School	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English learners, business organizations, or Indian tribes
[redacted]					University Teacher Education
				~	Blytheville School District
				✓	Blytheville Schools
				✓	Jackson County School Dist.
				✓	Newport Special School Dist.
				✓	NEWPORT SCHOOL DISTRICT
				✓	Gosnell School
				✓	Gosnell School
					state dept of educ.
					Arkansas Leadership Academy
				✓	Riverside Schools
				✓	Westside Schools
				✓	Brookland School District
				✓	Highland School Dist.
				✓	Highland School Dist
				✓	Highland School Dist
					ASU COE Dean
				✓	So. Miss Co.
				✓	So. Miss Co
				✓	Pine Bluff School Dist
				✓	Lonoke High School
					The Sun

17 5 ASU etc

ESEA FleKlbillty Meeting at .Ifs Lt(on DECEMBER 5, 2011 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English learners, business organizations, or Indian tribes
[redacted]				COOP NEA
				GREC
			✓	Wynne Schools
			✓	Wynne Schools
			✓	" "
			✓	" "
			✓	" "
				" "
			✓	Buffalo Island Central Schools
				ASU Teacher Education Dept.
			✓	Calico Rock School Dist.
			X	Forrest City School District
			✓	Riggotti School District
			✓	West Memphis Schools-Bragg Elem. Weaver elem
			✓	West Memphis School District - elem
			✓	West Memphis School District
			X	Nettleton School District
			X	21 Centry B.I.S Boys & Girls Clubs
			X	Cedar Ridge Schools
			✓	ASU-ERZ
				DCom Afterschool Program
				DCom afterschool Programs

2 15 4 BU etc

ESEA Flexibility Meeting at As kf on 12/5/11 1:30 or 5:00 1/

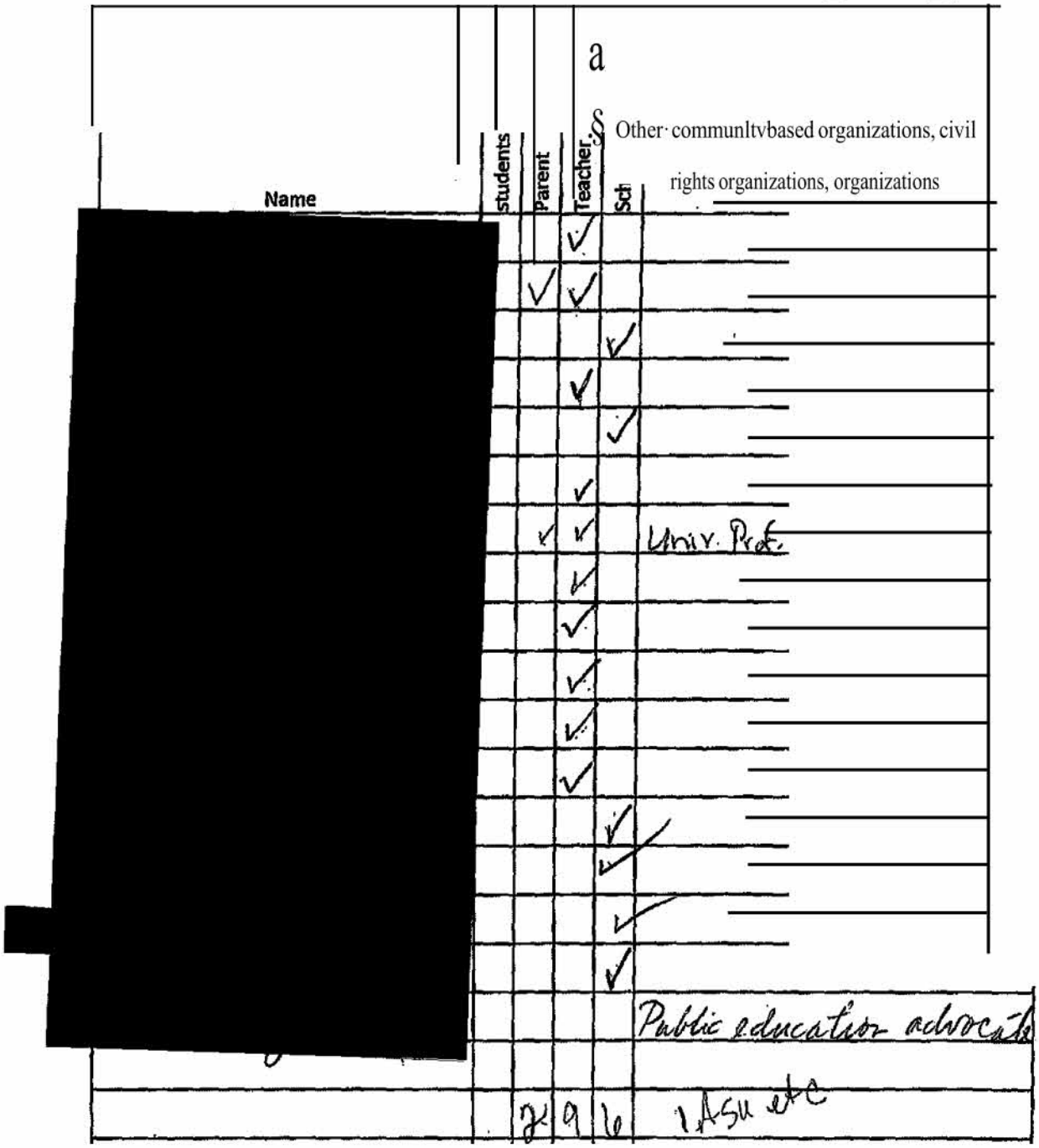
Name	Students	Parent	Teacher	Schoo	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]				X	
				X	
				X	
				V	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
					ASU
				X	
				X	
			X		

1 ASU

ESEA Flexibility Meeting at ASU on 12/5/11 1:30_ or 5:00

Name	students	Parent	Teacher	Sch	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[redacted]			✓		
			✓		
			✓		
				✓	
				✓	
				✓	
					ASU - Faculty
		✓	✓		ASU - Part-time Faculty
		✓			School Bd. Member Nettleton
				✓	
					ASU - FACULTY

ESEA Flexibility Meeting at ASU ALMA on 11-21-11 1:30 ✓ or 5:00 ___



Name	Students	Parent	Teacher	Sch	Other community based organizations, civil rights organizations, organizations
[redacted]			✓		
		✓	✓		
				✓	
			✓		
				✓	
			✓		
		✓	✓		Univ. Prof.
			✓		
			✓		
			✓		
			✓		
			✓		
				✓	
				✓	
				✓	
				✓	
					Public education advocate
	2	9	16		1 ASU etc

Name	Student	Parent	Teacher	School	English Learners, business organizations. or Indian tibes
[redacted]				✓	Special education administrator
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					Dept. of Educ. Ark.
			✓		
			✓		
				✓	
			✓		
				✓	
				✓	
					Harding University
				✓	HEOA
				✓	Heather
					ADE

ARKANSAS DEPARTMENT OF EDUCATION
Dr. Tom W. Kimbrell, Commissioner
Contact: Phyllis Stewart, Chief of Staff | 501-683-4788 | phyllis.stewart@arkansas.gov

News Release
January 12, 2012

Arkansas Ranks Fifth in Latest Education Analysis Published by Education Week

LITTLE ROCK — Governor Mike Beebe announced today that Arkansas's public education system placed fifth nationally in the 2012 Quality Counts analysis by Education Week, a nationally respected journal of education policy.

"I am excited by Arkansas's continued rise in the Education Week rankings, but there is more hard work ahead of us," Beebe said. "We've come a long way as a state in our pursuit of academic excellence, and we'll continue making improvements that help our students and our state's future."

Arkansas ranked sixth last year and 10th the previous two years in Education Week's annual calculations. The analysis ranks states on six education policy and performance categories.

"We're very pleased about the latest sign of Arkansas's advancement in education," said Arkansas Education Commissioner Dr. Tom Kimbrell. "To be ranked fifth in the nation indicates that good things are happening in Arkansas schools. Educators and policy makers across the country are taking notice. These are OUR kids. We take very seriously our responsibility to serve each and every child in Arkansas."

Overall, Arkansas scored 81.6, which placed it behind only Maryland, Massachusetts, New York, and Virginia.

Of particular note, Arkansas tied for first with Maryland in the "Transitions and Alignment" category.

Arkansas placed second in the "Teaching Profession" category. It placed sixth in the

"Standards, Assessment and Accountability" category. Other categories scored were "School Finance," "K-12 Achievement," and "Chance for Success."

The analysis was compiled by the Editorial Projects in Education Research Center. It surveyed the country's chief state school officers on a wide range of programs and policy and then independently evaluated the responses.

The rankings can be viewed at
http://www.edweek.org/ew/toc/2012/01/12/index.html?intc=EW-QC12-FL1

Stricken language would be deleted from and underlined language would be added to present law.
Act 1209 of the Regular Session

State of Arkansas *As Engrossed: H3/15/11*
88th General Assembly **A Bill**
Regular Session, 2011 HOUSE BILL 2178

By: Representatives J. Roebuck, Summers, Westerman, Tyler, Cheatham, *Baird, Barnett, J. Brown, Carnine, Dale, English, D. Hutchinson, McLean, Stewart, Stubblefield, Vines, Webb, Woods*
By: Senators Salmon, *G. Baker, Elliott, J. Jeffress, J. Key, D. Wyatt*

For An Act To Be Entitled

AN ACT TO RESTRUCTURE THE CURRENT METHOD OF EVALUATING ARKANSAS PUBLIC SCHOOL TEACHERS; TO ESTABLISH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM; TO ALIGN PROVISIONS OF THE ARKANSAS CODE CONCERNING PROFESSIONAL DEVELOPMENT AND TEACHER FAIR DISMISSAL WITH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM; TO INCREASE PUBLIC AWARENESS OF EFFECTIVE TEACHERS; AND FOR OTHER PURPOSES.

Subtitle

TO ESTABLISH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM AND ALIGN CURRENT LAW CONCERNING PROFESSIONAL DEVELOPMENT AND TEACHER FAIR DISMISSAL WITH THE SYSTEM.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code § 6-13-1305, concerning site-based decision making policies for school districts, is amended to add an additional subdivision to read as follows:

(10) Teacher evaluations, professional learning plans, and teacher support under the Teacher Excellence and Support System, § 6-17-2801 et seq.

SECTION 2. Arkansas Code § 6-15-1004(c)(1), concerning qualified

teachers, is amended to read as follows:

(c)(1) ~~In order for teachers to be able to renew a license, they must have participated in a continuing education and professional development program based on their school improvement plans, performance evaluation results, and student achievement scores.~~ To renew a teaching license, a teacher shall participate in continuing education and professional development:

(A) Based on the teacher's evaluation and professional learning plan under the Teacher Excellence and Support System, § 6-17-2801 et seq.;

(B) As required under § 6-17-704 and other law; and

(C) As required by rule of the State Board of Education.

SECTION 3. Arkansas Code § 6-15-1402(b), concerning the contents of annual school performance reports, is amended to add an additional subdivision to read as follows:

(4) Beginning with the 2017-2018 school year, for the school year covered by a school performance report the report shall include:

(A) The total number of teachers who are employed in the public school; and

(B) Of that total, the number who meet each of the following criteria:

(i) Highly qualified teacher;

(ii) Identified as proficient or above under the Teacher Excellence and Support System for the school; and

(iii) Certified by the National Board for Professional Teaching Standards.

SECTION 4. Arkansas Code § 6-17-704(e)(1), concerning professional development plans of school districts, is amended to read as follows:

(e)(1) The professional development offerings may meet the objectives of subdivision (e)(2) of this section developed by the National Staff Development Council and shall comply with the rules of the ~~Department~~ State Board of Education governing professional development.

SECTION 5. Arkansas Code § 6-17-704, concerning professional

development plans of school districts, is amended to add additional subsections to read as follows:

(f) A teacher shall complete any missed hours of professional development through professional development that is:

(1) Substantially similar to the professional development missed and approved by the person responsible for the teacher's summative evaluation under the Teacher Excellence and Support System, § 6-17-2801 et seq.; and

(2) Delivered by any method, online or otherwise, approved by the Department of Education under the State Board of Education rules.

(g) Accreditation for or approval of professional development for public school teachers and administrators is governed by the rules of the state board.

SECTION 6. Arkansas Code § 6-17-705(c), concerning professional development credit, is amended to read as follows:

(c) Licensed personnel may earn the twelve (12) hours of professional development credit required under subsection (a) of this section through online professional development credit approved by the Department of Education and related to the:

(1) School district's Arkansas Comprehensive School Improvement Plan; or

(2) Teacher's professional ~~growth~~ learning plan under the Teacher Excellence and Support System, § 6-17-2801 et seq.

SECTION 7. Arkansas Code § 6-17-1504 is amended to read as follows:

6-17-1504. Evaluation — Effect.

(a) Each teacher employed by the board of directors of a school district shall be evaluated in writing ~~annually~~ under the Teacher Excellence and Support System, § 6-17-2801 et seq.

(b) ~~When~~ At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that ~~a~~ the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school

administrator shall:

(1) Bring in writing the problems and difficulties to the attention of the teacher involved; and

(2) Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.

SECTION 8. Arkansas Code Title 6, Chapter 17 is amended to add an additional subchapter to read as follows:

Subchapter 28 — Teacher Excellence and Support System

6-17-2801. Title.

This subchapter shall be known and may be cited as the "Teacher Excellence and Support System".

6-17-2802. Legislative intent.

It is the intent of the General Assembly to:

(1) Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

(2) Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

(3) Provide a basis for making teacher employment decisions;

(4) Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

(5) Encourage highly effective teachers to undertake challenging assignments;

(6) Support teachers' roles in improving students' educational achievements;

(7) Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

(8) Increase the awareness of parents and guardians of public

school students concerning the effectiveness of public school teachers.

6-17-2803. Definitions.

As used in this subchapter:

(1) "Artifact" means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

(A) Relates to the evaluation rubric; and

(B) Represents output from one (1) or more of the following, without limitation:

(i) Lesson plans or pacing guides aligned with the state standards;

(ii) Self-directed or collaborative research approved by an evaluator;

(iii) Participation in professional development;

(iv) Contributions to parent, community, or professional meetings;

(v) Classroom assessments including:

(a) Unit tests;

(b) Samples of student work, portfolios, writing, and projects;

(c) Pre-assessments and post-assessments; and

(d) Classroom-based formative assessments;

(vi) District-level assessments including:

(a) Formative assessments;

(b) Grade or subject level assessments;

(c) Department-level assessments; and

(d) Common assessments;

(vii) State-level assessments including:

(a) End-of-course assessments;

(b) Statewide assessments of student achievement; and

(c) Career and technical assessments; and

(viii) National assessments including:

(a) Advanced placement assessments;

(b) Norm-referenced assessments; and

(c) Career and technical assessments;

(2)(A) "Evaluation" means the process under this subchapter used to:

(i) Assess with evidence what a teacher should know and be able to do as measured by the categories and performance levels of an evaluation framework; and

(ii) Promote teacher growth through professional learning.

(B) "Evaluation" does not include a teacher's performance relating to competitive athletics and competitive extracurricular activities;

(3) "Evaluation framework" means a standardized set of teacher evaluation categories that provide the overall basis for an evaluation;

(4) "Evaluation rubric" means a set of performance descriptors for each teacher evaluation category in the evaluation framework;

(5) "Evaluator" means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers;

(6) "External assessment measure" means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator;

(7) "Formal classroom observation" means an announced visit to a classroom that:

(A) Is preceded by a pre-observation conference to discuss the lesson plan and objectives;

(B)(i) Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree (360°) video technology.

(ii) The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period;

(C) Facilitates a professional dialogue for the teacher and evaluator; and

(D) Provides essential evidence of the teacher's classroom practices;

(8) "Formative assessment" means an evaluation of a student's learning that is given before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction;

(9) "Informal classroom observation" means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:

(A) Unannounced; or

(B) For a shorter period of time than a formal classroom observation;

(10) "Intensive support status" means the employment status administered under this subchapter that is assigned to a teacher under § 6-17-2807;

(11) "Interim teacher appraisal" means a form of evaluation, other than a summative evaluation, that:

(A) Provides support for teaching practices; and

(B) Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation categories of a summative evaluation;

(12) "Novice teacher" means a teacher having less than one (1) school year of public school classroom teaching experience;

(13) "Post-observation conference" means a conference between the teacher and evaluator following a formal classroom observation to discuss:

(A) The evaluator's observations; and

(B) Artifacts presented by the teacher after the formal classroom observation;

(14) "Pre-observation conference" means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation;

(15) "Probationary teacher" means the same as probationary teacher under § 6-17-1502;

(16) "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment

of student achievement administered through:

(A) The Arkansas Comprehensive Testing, Assessment, and Accountability Program, § 6-15-401 et seq.; or

(B) A program of common core assessments administered under rules of the State Board of Education;

(17) "Summative assessment" means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course;

(18) "Summative evaluation" means an evaluation of a teacher's performance that evaluates all categories of the evaluation framework that supports:

(A) Improvement in the teacher's teaching practices and student achievement; and

(B) A school district's employment decision concerning the teacher;

(19)(A) "Teacher" means a person who is:

(i) Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

(ii) Employed in a public school as a:

(a) Classroom teacher engaged directly in instruction with students in a classroom setting;

(b) Guidance counselor;

(c) Library media specialist;

(d) Special education teacher; or

(e) Teacher in another position identified by the state board.

(B) "Teacher" also includes a nonlicensed classroom teacher employed at a public charter school under a waiver of teacher licensure requirements granted by the state board in the charter.

(C) "Teacher" does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator; and

(20) "Tested content area" means a teaching content area that is tested under a statewide assessment of student achievement.

6-17-2804. Administrative agency responsibilities.

(a) The State Board of Education shall promulgate rules for the Teacher Excellence and Support System consistent with this subchapter.

(b) The rules shall, without limitation:

(1) Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

(2) Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

(3) Reflect evidence-based or proven practices that improve student learning;

(4) Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

(5) Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

(6) Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;

(7) Require annual evidence of student growth from artifacts and external assessment measures;

(8) Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;

(9) Include procedures for implementing each component of the Teacher Excellence and Support System; and

(10) Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement a Teacher Excellence and Support System under this subchapter.

6-17-2805. Summative evaluations.

(a) The evaluation framework for a summative evaluation for a classroom teacher shall include:

(1) The following teacher evaluation categories:

(A) Planning and preparation;

(B) Classroom environment;

(C) Instruction; and

(D) Professional responsibilities; and

(2) An evaluation rubric using nationally accepted descriptors that consists of the following four (4) performance levels:

(A) Distinguished;

(B) Proficient;

(C) Basic; and

(D) Unsatisfactory.

(b) A summative evaluation shall result in a written:

(1) Evaluation determination for the teacher's performance level on each teacher evaluation category; and

(2) Summative evaluation determination of the teacher's performance level on all teacher evaluation categories as a whole.

(c) A summative evaluation shall use an appropriate evaluation framework, evaluation rubric, and external assessment measurements for a teacher who is not a classroom teacher including without limitation:

(1) A guidance counselor;

(2) A library media specialist;

(3) A special education teacher; or

(4) Other teacher as identified by the State Board of Education.

(d)(1) In a tested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator shall be external assessment measures chosen by the teacher and evaluator, or by the evaluator if the teacher and evaluator are unable to agree.

(2)(A) Except as provided in subdivision (d)(2)(B), in a nontested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, shall be external assessments.

(B) If an external assessment measure does not exist for the non-tested content area, the Department of Education shall by rule determine the type of artifact that may be used otherwise to satisfy the external assessment measure requirement under subdivision (d)(2)(A) of this section.

(e) A summative evaluation process shall include:

(1) A pre-observation conference and post-observation

conference;

(2) A formal classroom observation and informal classroom observation.

(3) Presentations of artifacts chosen by the teacher, the evaluator, or both;

(4) An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

(5) A written evaluation determination for each teacher evaluation category and a written summative evaluation determination;

(6) Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and

(7) Feedback from the teacher concerning the evaluation process and evaluator.

6-17-2806. Teacher support components.

(a)(1) Except as provided in subdivision (a)(3) of this section, a teacher being evaluated and the evaluator, working together, shall develop a professional learning plan for the teacher that:

(A) Identifies professional learning outcomes to advance the teacher's professional skills; and

(B) Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.

(2) The professional learning plan shall require that at least one-half (1/2) of the professional development hours required by law or rule for a teacher are directly related to one (1) or more of:

(A) The teacher's content area;

(B) Instructional strategies applicable to the teacher's content area; or

(C) The teacher's identified needs.

(3) If a teacher and evaluator cannot agree on a professional learning plan, the evaluator's decision shall be final.

(4)(A) For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional learning plan.

(B) Until the teacher is removed from intensive support

status, all professional development identified in the professional learning plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.

(b)(1) Interim teacher appraisals shall be used to support teachers on an ongoing basis throughout the school year and:

(A) Provide a teacher with immediate feedback about the teacher's teaching practices;

(B) Engage the teacher in a collaborative, supportive learning process; and

(C) Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments.

(2) The interim teacher appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:

(A) A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;

(B) An instructional facilitator;

(C) A curriculum specialist; or

(D) An academic coach for the teacher's content area.

(c) The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:

(1) Provides training, support, and follow-up to novice teachers to increase teacher retention;

(2) Establishes norms of professionalism; and

(3) Leads to improved student achievement by increasing effective teacher performance.

6-17-2807. Intensive support status.

(a)(1) An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation category of the evaluation framework.

(2) An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of

descriptors in a teacher evaluation category.

(b) If a teacher is placed in intensive support status, the evaluator shall:

(A) Establish the time period for the intensive support status; and

(B)(i) Provide a written notice to the teacher that the teacher is placed in intensive support status.

(ii) The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

(c)(1) The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

(2) Intensive support status shall not last for more than two (2) consecutive semesters, unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.

(d) The evaluator shall work with the teacher to:

(1) Develop a clear set of goals and tasks that correlate to:

(A) The professional learning plan; and

(B) Evidence-based research concerning the evaluation category that forms the basis for the intensive support status; and

(2) Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.

(e)(1) If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status.

(2) The teacher shall be offered the support necessary to use formative assessments under this subsection during the intensive support status.

(f) At the end of the specified period of time for intensive support status, the evaluator shall:

(1) Evaluate whether the teacher has met the goals developed and

completed the tasks assigned for the intensive support status; and

(2) Provide written notice to the teacher that the teacher is either:

(A) Removed from intensive support status; or

(B) Failed to meet the goals and complete the tasks of the intensive support status.

(g)(1) If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

(2)(A) Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.

(B) A recommendation for termination or nonrenewal of a teacher's contract under this section shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(3) When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under subdivision (g)(2) of this section, the public school:

(A) Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq., but is exempt from the provisions of § 6-17-1504(b); and

(B)(i) If the public school has substantially complied with the requirements of § 6-17-2807, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(ii) The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(4) This section does not preclude a public school superintendent from:

(A) Making a recommendation for the termination or

nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.; or

(B) Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

6-17-2808. Implementation – Applicability.

(a) Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under the rules established by the State Board of Education.

(b)(1) Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

(A) Novice teacher;

(B) Probationary teacher; or

(C) Teacher who successfully completed intensive support status within the current or immediately preceding school year.

(2)(A) At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under subdivision (b)(1) of this section.

(B) In a school year in which a summative evaluation is not required for a teacher under this subdivision (b)(2), the teacher:

(i) Shall focus on elements of the teacher's professional learning plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

(ii) With the evaluator's approval may:

(a) Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

(b) Conduct self-directed research related to the teacher's professional learning plan under § 6-17-2806.

(C) During the two (2) years in which a summative evaluation is not required, a public school may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the

evaluation framework and evaluation rubrics that are relevant to the evaluation.

(c)(1) A teacher shall:

(A) Participate in the Teacher Excellence and Support System under this subchapter, including without limitation in:

(i) Classroom observations; and

(ii) Pre-observation and post-observation conferences; and

(B)(i) Collaborate in good faith with the evaluator to develop the teacher's professional learning plan under § 6-17-2806(a).

(ii) If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final.

(2) A failure to comply with this subsection may be reflected in the teacher's evaluation.

(d) Every teacher contract renewed or entered into after the effective date of this subchapter is subject to and shall reference this subchapter.

(e) A public school that in the 2012-2013 and 2013-2014 school years uses a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System may continue to use that system and is deemed to have met the requirements of this section.

6-17-2809. Administrator evaluations.

The Department of Education shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators that weight an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.

SECTION 9. Arkansas Code § 6-20-2305(b)(5)(B), concerning public school funding for professional development, is amended to read as follows:

(B) Funding for professional development for teachers in Arkansas public schools required under the Teacher Excellence and Support System, § 6-17-2801 et seq., other law or rule, or by the school district shall be used for professional development activities and materials that:

(i) ~~improve~~ Improve the knowledge, skills, and

effectiveness of teachers~~,~~;

(ii) Address the knowledge and skills of administrators~~,~~ and paraprofessionals concerning effective instructional strategies, methods, and skills ~~for improving teaching practices and~~;

(iii) Lead to improved student academic achievement; and

(iv) Provide training for school bus drivers as outlined in rules promulgated by the State Board of Education.

SECTION 10. DO NOT CODIFY.

(a) By September 1, 2012, the State Board of Education shall develop the evaluation framework, evaluation rubric, and all rules for implementation of this act.

(b)(1) Between September 1, 2012, and August 31, 2013, the Department of Education, or any educational association approved by the department, shall conduct training sessions for all superintendents, administrators, evaluators, and teachers on the Teacher Excellence and Support System.

(2) The department shall ensure that the participants have more than one (1) opportunity to participate in the training.

(c) In the 2013-2014 school year, the department shall implement a one-year pilot program using the Teacher Excellence and Support System in one (1) or more school districts and shall obtain feedback from the superintendents, administrators, evaluators, and teachers involved in the pilot program to inform the department concerning needed amendments to state board rules or changes in state law.

/s/J. Roebuck

APPROVED: 04/05/2011

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.

Act 222 of the Regular Session

State of Arkansas *As Engrossed: H1/30/09 H2/4/09 H2/6/09 S2/12/09*

87th General Assembly

A Bill

Regular Session, 2009 HOUSE BILL 1034

By: Representatives Cook, Abernathy, M. Burris, George, Rainey, J. Roebuck, *Betts, Dale, Perry, G. Smith, Wagner, Blount, Breedlove, J. Brown, Cheatham, J. Dickinson, Nix, Pennartz, Tyler*

By: Senator Broadway

For An Act To Be Entitled

AN ACT TO STRENGTHEN THE SYSTEM OF ARKANSAS EDUCATIONAL LEADERSHIP DEVELOPMENT; AND FOR OTHER PURPOSES.

Subtitle

AN ACT TO STRENGTHEN ARKANSAS EDUCATIONAL LEADERSHIP DEVELOPMENT.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code Title 6, Chapter 1, is amended to add an additional subchapter to read as follows:

SUBCHAPTER 4 - SCHOOL LEADERSHIP COORDINATING COUNCIL

6-1-401. Title.

There is established the "School Leadership Coordinating Council".

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, 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, closing of achievement gaps, increased student and adult performance, increased recruitment of effective leaders, and increased capacity for instructional leaders, thus will increase the number of Arkansas citizens with bachelors degrees.

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 Workforce 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) Devise a system of gathering data which 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 Workforce 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.

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 Workforce 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 Educational Service Cooperatives.

(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 chairmenship 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 Workforce 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.

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.

SECTION 2. Arkansas Code § 6-15-440 is amended to read as follows:

(a)(1) There is created the Arkansas Leadership Academy School Support Program through which the Arkansas Leadership Academy in collaboration with the Department of Education and other leadership groups shall provide support to schools or school districts designated by the department as being in school improvement and other school districts who opt to participate.

(2) The program shall be designed, developed, and administered by the academy created under § 6-15-1007.

(b) The program shall:

(1) Build the leadership capacity of the school and school district personnel;

(2) Train a diverse school leadership team, including, but not limited to, ~~the~~ superintendents, school principals and teachers;

(3) Provide a cadre of highly experienced, trained performance coaches to work in the school or school district on a regular basis; and

(4) Work with the school and school district staff, school board members, parents, community members, and other stakeholders as necessary to provide a comprehensive support network that can continue the school's progress and improvement after completion of the academy's formal intervention and support.

(5) Ensure access to training programs and leadership skills development;

(6) Develop incentive programs for institutions and program participants;

(7) Assist in the development of partnerships between university leadership programs and school districts; and

(8) Work closely with the School Leadership Coordinating Council, the Department of Education, the Department of Higher Education, and the Department of Workforce Education to coordinate cohesive leadership goals.

(c)(1) The department and the academy shall develop criteria for selection of schools or school districts to participate in the program.

(2) Any school district that is in school improvement ~~may be invited, strongly encouraged, or required to~~ shall be eligible to participate in the program as provided in the rules of the State Board of Education.

(3) The academy and participating schools shall commit to continue participation in the school support program for no fewer than three (3) consecutive school years.

(d)(1) The number of schools participating in the program shall be determined by the amount of funding available for the program.

(2) The state board or the department may require a school district to fund a portion of the cost of the school's or school district's participation in the school support program if the Commissioner of Education

determines that such participation is in the best interest of the students served by the participating school or school district.

(3) Subject to the approval of the state board, the commissioner shall determine the portion of the school district's financial obligation for participation in the program, if any.

(e) The state board shall promulgate rules as necessary to implement the requirements of this section.

(f)(1) The State Board of Education shall have the authority to issue requests for proposals if the state board should determine to change the operator or the location of the Arkansas Leadership Academy.

(2) The academy shall maintain one (1) main office and, as needed, satellite offices partnered with institutions of higher education that have approved leadership programs and are strategically located in areas of the state identified by the Department of Education as having the greatest need for school leadership support.

SECTION 3. NOT TO BE CODIFIED. The document attached hereto titled "Prologue" contains the Leadership Taskforce recommendations as submitted to the Adequacy Study Oversight Subcommittee, the House Interim Committee on Education, and the Senate Interim Committee on Education. The document, "Prologue", shall be filed in the journals of the House and Senate.

SECTION 4. EMERGENCY CLAUSE. It is found and determined by the General Assembly of the State of Arkansas that it is the constitutional obligation of the state to ensure that the state's public school children receive an equal opportunity for an adequate education; that to ensure that opportunity, it is essential to have strong and effective school leaders; and that this act is immediately necessary to allow the Department of Education, the Department of Higher Education, the Department of Workforce Education, and the Arkansas Leadership Academy to address deficiencies in the Arkansas's educational leadership system. Therefore, an emergency is declared to exist and this act being immediately necessary for the preservation of the public peace, health, and safety shall become effective on:

(1) The date of its approval by the Governor;

(2) If the bill is neither approved nor vetoed by the Governor, the expiration of the period of time during which the Governor may veto the

bill; or

(3)If the bill is vetoed by the Governor and the veto is overridden, the date the last house overrides the veto.

/s/ Cook

APPROVED: 2/25/2009

Minutes
State Board of Education Meeting
Monday, July 12, 2010

The State Board of Education met Monday, July 12, 2010, in the auditorium of the Department of Education building. Dr. Naccaman Williams, chairman, called the meeting to order at 9 a.m.

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

Absent: Jim Cooper

Ms. Newton wasn't feeling well and left the meeting at 10:30 a.m.

Reports

Chair's Report:

- Dr. Williams welcomed Vandy Nash, 2010-2011 Teacher of the Year, and invited her participation in Board discussions. Ms. Nash, a teacher at Indian Hills Elementary in the North Little Rock School District, is on loan to the Department of Education for the next school year. She will serve as an ambassador of the teaching profession.
- Chairman Williams congratulated Ms. Dorothy Gillam, Administrative Analyst in the Commissioner's Office, on her 45 years of service to the Department of Education.
- In honor of her years of service and her many contributions; Dr. Kimbrell announced Ms. Gillam would have reserved parking in space 11.
- Ms. Mahony reported her participation in the 2010 PromiseNet conference held June 16-18 in Kalamazoo, Michigan. She served as a panelist for a roundtable discussion on how programs like Promise can be structured to address a community's economic development needs while improving college access for secondary school students.

Commissioner's Report:

- Dr. Kimbrell announced the retirement of Dr. Charles Watson, State Board Liaison, and recognized his 40-year career in education.
- Commissioner Kimbrell extended appreciation to Mr. Tommy Arant for his work over the past several months in the Twin Rivers School District. It

was noted Mr. Arant worked tirelessly in a difficult situation to improve educational opportunities for the students.

Coordinated School Health – Dr. Dee Cox

Dr. Cox provided an update of the coordinated school health efforts and announced the nine wellness center grantee districts—Dollarway, El Dorado, Fayetteville, Gurdon, Lavaca, Lincoln, Harrison, Paragould and Springdale. She noted the grantees would receive training later in the week.

Kathleen Courtney, Coordinated School Health Program Advisor, discussed the 2009 Arkansas Youth Risk Behavior Survey in which students in grades 9-12 reported about alcohol, tobacco and other health risk behaviors. Of the 1,690 survey participants: 16 percent reported physical abuse by a boyfriend/girlfriend during the past 12 months; 60 percent had tried cigarette smoking; 70 percent had tried alcohol; 37 percent had used marijuana; 54 percent had engaged in sexual intercourse; 46 percent were trying to lose weight; 22 percent attended daily PE classes; and 36 percent watched three or more hours of TV each school day.

Ms. Gullett asked how the data was being used to make a difference in the classroom.

Ms. Courtney said the information helps teachers target and integrate classroom activities designed to help students make better decisions.

Amendment of the Agenda

Dr. Williams said a request had been received from the Professional Licensure Board to add an amendment to the rule for administrator licensure in agenda item A-12a.

Ms. Burrow moved, seconded by Ms. Saviers, to add the amendment for administrative licensure to A-12a. The motion carried.

Consent Agenda

Dr. Williams pointed out the retirement of Patricia Brewer after 40 years of service as well as the retirement of Ron Tolson and Dr. Charles Watson.

It was noted Consent Agenda items 5-9 did not notify teachers they could appeal the decision of the Professional Licensure and Standards Board to the State Board of Education for the final decision.

Ms. Gullett moved, seconded by Ms. Mahony, approval of the Consent Agenda. The motion carried.

Items included in the Consent Agenda:

- Minutes of the June 14, 2010 Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Appointment of Dr. John Jones, Dean of College of Education at the University of Arkansas at Fort Smith, and Carolyn Odum, Principal at Randall G. Lynch Middle School in the Farmington School District, to the Professional Licensure Standards Board
- Sanctions for Teachers as Recommended by the Professional Licensure Standards Board
    - Albert Camp
    - Tammy Fisher
    - James Kendig, Jr.
    - Rodney Major
    - Edward Taylor

Action Agenda

Arkansas Better Chance Funding Recommendations 2010-2011

Jamie Morrison, ABC Program Administrator, requested approval of grant funding totaling $6,111,680 as proposed by DHS/Division of Child Care and Early Childhood Education under the Arkansas Better Chance program.

Mr. Ledbetter moved, seconded by Ms. Mahoney, approval of the Arkansas Better Chance Funding for 2010-2011. The motion carried.

Consideration of Amended Public School Fund Budget for FY10

Ted Moore, Budget Coordinator, summarized the changes in the FY10 Public School Fund budget since approved by the Board in June 2009. The changes reflected reductions in General Revenue and the Educational Excellence Trust Fund totaling approximately $102 million. Mr. Moore said by using the $50.1 million unrestricted fund balance and transferring $16.9 million from Public School Facilities, total program reductions were reduced to $35.1 million.

Mr. Moore reported the ending balance at $35 million. He explained that $25 million of the balance was revenue above that forecasted by Department of Finance and Administration.

Dr. Kimbrell said some of the changes were reconciliation of over-budgeted items.

Ms. Newton moved, seconded by Ms. Saviers, approval of the amended Public School Fund Budget for FY10. The motion carried.

Consideration of the Public School Fund Budget for FY11

Mr. Moore presented the FY11 budget totaling $2,587,706,466, an increase of $30,592,407 over FY10. He said the FY11 budget reflected the $35 million carry-forward from FY10. In pointing out some of the increases, he said the National School Lunch Act funding increased by $9.3 million and the consolidation incentive program increased by $8 million to accommodate five new consolidations.

Mr. Moore said school districts would receive $6,023 per student in Foundation Aid, up from $5,905 last year.

Ms. Saviers asked about the reduction of funds to distance learning.

Dr. Kimbrell explained that distance learning was funded through the educational cooperatives. He said he met with those providers and all but two could operate without additional funds for FY11 and still provide services to school.

Ms Gullett asked if the Pygmalion Commission would be discontinued.

Dr. Kimbrell said the $40,000 funded to Pygmalion in past years would be discontinued. He said professional development activities the Commission had provided in the past would now come through the ADE professional development unit and that Alternative Learning Education staff would provide administrative services and support to the Commission.

Davis Hendricks, legislative advocate for Arkansas Gifted and Talented Educators (AGATE) expressed concerns regarding the reduction of funding for gifted and talented supervisors. He said GT supervisors anchored the programs in the schools and, if funding was not restored, continuity of services would be impacted.

Dr. Kimbrell pointed out that each school is required to have a GT coordinator and reducing the funding to educational cooperatives for GT supervisors would not directly impact services to students.

Dr. Mays questioned the $2.5 million originally budgeted for speech pathologists.

Mr. Moore explained there was an appropriation but no funding to provide a $5,000 bonus to speech pathologists.

Dr. Mays moved, seconded by Ms. Mahony, acceptance of the FY11 budget. The motion carried.

Consideration for Approval: Adoption of the Common Core State Standards

Dr. Gayle Potter, Associate Director of Curriculum and Assessment, recommended adoption of the Common Core State Standards. Dr. Potter said the state-led set of learning standards in mathematics and English language arts, an initiative of the Council of Chief State School Officers and the National Governors Association, were designed to prepare students to be ready for college and career upon graduation from high school. The internationally benchmarked standards are considered to be higher, fewer and deeper than those found in many states. The objective, as Dr. Gayle Potter pointed out, is to allow teachers to teach to deeper levels of understanding for permanent learning.

Dr. Potter discussed the need for a transition plan to incorporate the standards into the state's classrooms, complete with curriculum, professional development and a new set of assessments. She asked the Board to adopt the standards with the understanding they would not be implemented until the new tests were in place.

Ms. Saviers suggested a communication plan be developed to explain the new standards so educators, students and parents could easily understand the expectations.

Ms. Gullett moved, seconded by Ms. Saviers, adoption of the Common Core State Standards. The motion carried.

Request for Charter Amendment of Open-Enrollment Public Charter School: Kipp Delta Public Schools, Helena and Blytheville, AR

Scott Shirey, Executive Director of KIPP Delta Public Schools, requested the following amendments to the charter: a waiver from monthly board meetings; a change in the dismissal time for the Helena campus from 5 p.m. to 4 p.m.; allow sixth, seventh and eighth grade students to take algebra; flexibility to teach physical science in the eighth grade; and elimination of Ds from the grading scale.

Mr. Ledbetter moved, seconded by Ms. Burrow, to grant the amendments. The motion carried.

Review of Open Enrollment Public Charter School: Hope Academy, Pine Bluff, AR

Dr. Mary Ann Duncan, Charter Schools Coordinator, updated the Board on the status of Hope Academy, which opened in 2007. Dr. Duncan reported that on May 29, 2010, the U.S. Department of Agriculture terminated the school's National School Lunch and breakfast programs. This action was taken as a result of the Academy seeking $28,288.13 in reimbursement for free and reduced meals beyond the amount for which it qualified.

Dr. Duncan reported preliminary 2010 scores indicated 82 percent of the school's fifth grade students scored below grade level in math. The charter called for no more than 20 percent of the students scoring below grade level the first three years the school was open.

Bill Goff, Assistant Commissioner for Fiscal Services, said the school had a bank balance of approximately $24,000 prior to repaying the food program debt. He said the school's budget for the FY10-11 school year relied on growth in enrollment to meet revenue projections and, therefore, would likely end the year with a negative balance.

Ms. Saviers moved, seconded by Ms. Gullett, to revoke the charter for Hope Academy. The motion carried in a roll call vote:

Yeas: Mays, Burrow, Ledbetter, Mahony, Saviers, Gullett
Nays: None

Request Approval of the Accreditation Status Report for Arkansas Public Schools and School Districts 2009-2010

Dr. Charity Smith, Assistant Commissioner for Academic Accountability, and Johnie Walters, Standards Assurance Unit Leader, presented the 2009-2010 accreditation status report reflecting 778 fully accredited schools; 227 accredited-cited schools; 63 accredited-probationary schools; 11 districts accredited-cited and 4 districts accredited-probationary. Thirteen of the 63 accredited-probationary schools have violated standards for two consecutive years.

Northwood Middle School in the Pulaski County Special School District and the Academy of Excellence Conversion Charter School in the Osceola School District are in violation of standards for three consecutive years. The status of both schools will be brought before the Board at the August meeting.

Ms. Mahony moved, seconded by Dr Mays, approval of the 2009-2010 Accreditation Status Report excluding Har-Ber High School in the Springdale School District. The motion carried.

Consideration for Final Approval: Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds

Bill Goff said the third public hearing on the Rules was held June 2, 2010.

Mr. Ledbetter noted a recommendation from Scott Shirey in the written comments to add to section 6.07.1.2 Qualifications for Specialists/Coaches (K-12 and/or Instructional Facilitators "*or completion of the required two-year training and teaching component of the Teach for America program.*"

Mr. Ledbetter moved, seconded by Dr. Mays, approval of the final rule with additional language in 6.07.1.2 to allow for the completion of the two-year training and teaching component of the Teach for America program as a qualification. The motion carried.

Consideration for Final Approval: Proposed Rules Governing Closing the Achievement Gap

Dr. Laura Bednar, Assistant Commissioner of Learning Services, said a public hearing was held March 31, 2010, but no written comments were received. She said Learning Services would revisit sections 3.01, 3.02 and 3.04 in an effort to provide maximum support to schools

Ms. Burrows moved, seconded by Ms. Mahony, approval of the Rules. The motion carried

Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)

Jeremy Lasiter, General Counsel, said that although the Rules had undergone some clean up other revisions would be probably be needed after the next legislative session. He said the Department hoped to get clarification in the law to break out all components of the Rules by state and federal requirements.

Mr. Ledbetter moved, seconded by Ms. Saviers, approval of the Rules. The motion carried.

Consideration for Final Approval: Rules Governing Eligibility and Financial Incentives for Certified Speech-Language Pathologists

In presenting the Rules, Beverly Williams, Assistant Commissioner of Human Resources, said the intent was to attract speech pathologists and to encourage them to get the additional certification by offering a $5,000 incentive bonus for a period of ten years.

Ms. Gullett moved, seconded by Dr. Mays, approval of the Rules. The motion carried.

Consideration for Final Approval: Rules Governing Initial, Standard/ Professional and Provisional Teacher Licensure

In presenting the Rules, Ms. Williams said after being tabled last month they had undergone some minor revision. The definition of mentor contained the phrase "master teacher." She said the word master had been eliminated.

Ms. Williams requested permission to replace the word professional with advanced in reference to teacher licensure. She pointed out that Rules previously approved by the Board would also need to be changed to reflect advanced rather than professional.

Ms. Mahony moved, seconded by Ms. Burrow, approval of the Rules as amended. The motion carried.

Consideration for Final Approval: Rules Governing Initial, Standard/Professional Administrator and Administrator-Arkansas Correctional School Licensure

Ms. Williams presented a recommendation from the Professional Licensure Standards Board to clarify the meaning of employment as used in the Rules. She said the proposed change was *employed by a school district and not contracted services.*

Board members expressed concern regarding the number of years experience required for administrator licensure.

Ms. Gullett moved, seconded by Ms. Saviers, approval to put the Rules back out for public comment. The motion carried.

Reconsideration of Decision on School Choice Petition Denial by the Bryant School District *(A complete record of the appeal is available in the State Board office.)*

Jeremy Lasiter presented an appeal filed by Ms. Belinda Thornhill regarding the decision of the Bryant School District to deny the Arkansas Public School Choice Act application of her son Hunter Thompson.

Ms. Thornhill said she moved to Benton from Oklahoma in the spring and with the approval of Benton School District and Bryant School District enrolled her son in Bryant. She then completed the school choice application so her son could remain at Bryant for the 2010-2011 school year.

Ms. Thornhill said she received a letter approving her son's school choice application, but was later contacted by Don McGohan, Assistant Superintendent in the Bryant district, notifying her the approval was revoked. She said Bryant received Hunter's records from his former school indicating he had an IEP.

Jay Bequette, legal counsel for Bryant, said the district revoked the approval because Ms. Thornhill gave incorrect or misleading information regarding her son's need for special services. He added the district's special education classes were already operating near capacity and needed to reserve space for new students who would reside within district boundaries.

Bryant staff member Vickie Kingston said 3.5 new special education teachers had been added this year to accommodate the growing number of special needs students.

Ms. Mahony asked how many special needs students had been accepted on school choice.

The district's response was "none."

Mr. Ledbetter said he was not comfortable putting districts in a position to have to add staff.

Mr. Ledbetter moved, seconded by Ms. Mahony, to uphold denial of the petition. The motion failed in a roll call vote.

Yeas: Ledbetter, Mahony
Nays: Burrow, Gullett, Mays, Saviers

Dr. Mays moved, seconded by Ms. Saviers, to overturn the district's decision to deny the school choice application for Hunter Thompson. The motion carried in a roll call vote.

Yeas: Burrow, Gullett, Mays, Saviers
Nays: Ledbetter, Mahony

Request for Report

Dr. Mays requested a report of athletic expenditures at the August meeting.

Adjournment

The meeting adjourned at 4:07 p.m.

These minutes were recorded by Phyllis Stewart.

Arkansas Common Core Strategic Plan

The Arkansas plan for implementation of the Common Core State Standards (CCSS) is considered to be a work-in-progress. It is constantly being revised, edited, and expanded to assist Arkansas educators as they implement CCSS. As requested, information from various stakeholders and/or organizations specified in this plan will be added in the "Additional Information" box at the end of each Strategic Action Area. All updates will be dated. Upon full implementation of the CCSS, this document is intended to show the work by Arkansas educators beginning with the creation of this plan in October, 2011.

The Curriculum and Instruction Unit at the Arkansas Department of Education is committed to providing educators with resources to assist in implementing CCSS. A resource document titled, "What Every Arkansas Educator Needs to Know About CCSS" can be found at: http://ccssarkansas.pbworks.com

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Arkansas Common Core Strategic Plan					
Strategic Action Area 5: PROFESSIONAL DEVELOPMENT/Professional Learning Communities (PLC) ➢ Successful implementation of the Common Core State Standards requires professional development that takes a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness" in guiding student learning (National Staff Development Council, 2010).					
Desired Outcome 5A: Develop a systemic approach that sustains and supports communities of practice, including professional learning communities.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers, teacher leaders, PLCs, and/or instructional facilitators will identify professional learning needs based on student evidence and other data regarding the implementation of CCSS and communicate the information to the school leadership team	School leadership team will identify professional learning needs based on student evidence and other data regarding the implementation of CCSS and communicate the information to the district leadership team	District leadership team will identify professional learning needs based on student evidence and other data regarding the implementation of CCSS and communicate the information to the co- op	Co-ops will identify professional learning needs based on student evidence and other data regarding the implementation of CCSS and communicate the information to the ADE	ADE will collaborate with educators to identify tools and feedback loops that assist in making informed decisions regarding professional learning needed for fidelity of implementation of the standards

2013-2014	Teachers will participate in PLCs to collaborate on CCSS implementation. The PLCs will analyze student data, reflect on instructional planning, revise, and plan to sustain CCSS implementation.	School leadership teams will collaborate on CCSS implementation and will communicate with PLCs and district leadership teams. The team will monitor progress toward full implementation of CCSS and continue to resolve issues that slow or prevent full implementation. The building leadership team will analyze implementation data, resolve issues, and communicate vision of rigorous expectations and sustainability.	District leadership teams will collaborate on CCSS implementation and will communicate with school leadership teams, Co-ops, and STEM Centers. The team will monitor progress toward full implementation of CCSS and continue to resolve issues that slow or prevent full implementation. The district leadership team will analyze implementation data, resolve issues, and communicate vision of rigorous expectations and sustainability.	Co-ops, STEM Centers, organizations, and stakeholders will collaborate on CCSS implementation and will communicate across Co-op regions and with the ADE; IHEs, ERZs, and STEM Centers will collaborate to provide support for pre-service and graduate degree programs and coursework as the public schools transition from Arkansas Curriculum Frameworks to the CCSS following the state implementation timeline.	ADE will collaborate with Co-ops, STEM Centers, organizations and stakeholders to build the collaborative capacity of CCSS implementation across the state

Desired Outcome 5B: Create a clearinghouse of evidence-based/research-based best practices for instruction.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers, teacher leaders, and/or instructional facilitators will identify district, school, and classroom examples of best practices and share information, video, vignettes, etc. with the school leadership team	School leadership team will identify district, school, and classroom examples of best practices and share information, video, vignettes, etc. with the district leadership team	District leadership team will identify district, school, and classroom examples of best practices and share information, video, vignettes, etc. with the co-op	Co-op will identify district, school, and classroom examples of best practices and share information, video, vignettes, etc. with the ADE	ADE and partners will collaborate to identify district, school, and classroom examples of best practices
2013-2014	Teachers and PLCs will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models; Teachers will submit videos, units and lessons, and other digital examples of CCSS implementation.	School leadership teams will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models; Teams will submit videos, strategic plans, and other digital examples of CCSS implementation.	District leadership teams will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models; Teams will submit videos, strategic plans, and other digital examples of CCSS implementation.	Co-ops and STEM Centers will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models; Teams will submit videos, strategic plans, and other digital examples of CCSS implementation; IHEs, ERZs, and STEM Centers will access the digital clearinghouse to identify exemplar practices of evidence/research-based instructional models to incorporate into pre-service and graduate degree programs and coursework.	ADE will create a digital clearinghouse based on evidence-based/research-based instructional models.

Desired Outcome 5C: Build the capacity of multiple stakeholders to support the continued development of the knowledge and skills needed by educators to teach the standards.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012				IHEs, ERZs, and STEM Centers will facilitate (e.g., organize, locate) ongoing, job-embedded professional development for IHE faculty related to CCSS in order to integrate the standards and practices into pre-service and graduate degree programs and coursework.	
2012-2013	Teachers will increase their knowledge and skills related to the CCSS implementation	School leadership teams will develop the internal capacity of staff to support colleagues knowledge and skills related to CCSS implementation	District leadership teams will develop the internal capacity of staff to support colleagues knowledge and skills related to CCSS implementation	Co-ops and STEM Centers will provide and/or facilitate professional development modules with fidelity to support districts/schools knowledge and skills related to CCSS implementation; IHEs, ERZs, and STEM Centers will facilitate (e.g., organize, locate) ongoing, job-embedded professional development for IHE faculty related to CCSS in order to integrate the standards and practices into pre-service and graduate degree programs and coursework.	ADE will create professional development modules to support the knowledge and skills related to CCSS implementation
2013-2014	Teachers will use data to improve teaching and learning in the classroom; PLCs will utilize data to improve teaching and learning in the school	School leadership teams will utilize data to shape and improve teaching and learning in the school	District leadership teams will utilize data to shape and improve teaching and learning in all schools	Co-ops and STEM Centers will utilize data to shape professional development and support to districts/schools; IHEs, ERZs, and STEM Centers will utilize data-informed decision making to shape professional development and support to the IHE faculty.	ADE will utilize data to shape professional development and support across the state

Additional Information:

2/28/2012	5A: The Guide for Professional Development Planning for Implementation of CCSS is posted on http://ideas.aetn.org/commoncore/strategic-plan
8/29/2011	5C: K-4 Problem Types (Math #1) is posted on http://ideas.aetn.org/commoncore/mathematics
12/1/2011	5C: Standards for Mathematical Practice (Math #2) is posted on http://ideas.aetn.org/commoncore/mathematics
2/15/2012	5C: The big shifts in ELA and Math were identified and posted on http://ideas.aetn.org/commoncore/strategic-plan
2/15/2012	5C: Disciplinary (Content) Literacy Overview (ELA #1) is posted on http://ideas.aetn.org/commoncore/english-language-arts

2/28/2012	5C: Professional Development Modules were designed to support the big shifts in ELA and Math. An overview and schedule for these courses are posted on http://ideas.aetn.org/commoncore/strategic-plan The courses are available face-to-face or blended from regional education cooperatives and/or University STEM Centers. The courses are also available via Moodle or may be accessed on http://ideas.aetn.org/commoncore/training. Username and passwords are available from regional cooperatives or STEM Centers.

Expanded Timeline for EL

TIMELINE OF IMPLEMENTATION

Activity	Timeline	Responsible Party	**Documentation**	**Resources**
Redesign of ESL Academy Training to Specifically Address CCSS	January -June 2012 With Implementation Beginning June 2012	Dr. Andre **Guerrero,** Director, Title Ill; Assessment **transition;** Dr. Gayle Potter, **Director, Assessment; Stan** dards and Accountability **transition; Dr.** Tracy Tucker, **Director** Curriculum; Staff	ESL Academy to provide **outline of transition to** CCSS training	ADE is committed to continuing its support of the ESL Academies, and requires no additional funding and staff time to implement its plan for **transitioning its** Academies and **professional** development to address college and career ready standards. ADE staff has already committed its scope of work to accomplish this. Assessment and Curriculum funding and **staff requirements are** currently being met with **existing resources**
Review and revision of ELL component of the Arkansas Comprehen-sive School Improve-ment Plan (ASCIP) for accountability to reflect LEA Common Core initiatives	Will Begin Fall of 2012 and Be Implemented by Academic Year 2013	Dr. Andre **Guerrero,** Director, Title III; Assessment **transition;** Dr. Gayle Potter, Director, Assessment; Sta ndards and Accountability **transition;** Dr.TracyTucker, Director, Curriculum; Other ADE Staff	Completed, revised ACSIP EL elements and evaluation rubric to be completed by August, 2013 Revised/new assessments and accountability goals (AYP/AMAO) to be implemented as per Common Core timetable	
Training on Parental outreach for EL families on CCSS	Began Fall of 2011 and will be ongoing	Dr. Andre **Guerrero,** Director, Title III; Assessment **transition;** Dr. Gayle	Evidence of ELL parent engagement training to be reported by end of academic year 2013	

		Potter, Director, Assessment; Standards and Accountability **transition;** Dr.TracyTucker, Director, Curriculum; Other ADE Staff	
Coordination with Career Education has already begun (bilingual materials and professional development **on career** ready standards), and will be ongoing	ongoing	Dr. Andre **Guerrero,** Director, Title III; Assessment **transition;** Dr. Gayle Potter, Director, Assessment; Standards and Accountability **transition;** Dr.TracyTucker, Director, Curriculum; Other ADE Staff	Evidence of Career Education partnership activities to be reported by end of academic year 2013

Expanded Timeline for SPDG

TIMELINE OF IMPLEMENTATION

Activities	Timeline	Responsible Partv	**Documentation**	**Resources**
Goals: Establishment of an integrated statewide professional development **network** **Strategic monitoring,** planning, and implementation of scientifically-based interventions/strategi **es to meet identified** needs of target schools in school **improvement status** Aggressive **recruitment, training** and capacity building to achieve 100% fully licensed special **education teaches** and increased **retention for special education teaches**	2009 – 2014 and ongoing	Martha Kay Asti, **Associate Director,** ADE Special **Education; Suzann McCommon, Executive Director, Great Rivers** Education Service **Cooperative; Current** SPDG Staff – Dr. Howie Knoff, grant **director; Lisa Haley,** literacy/math coordinator; Jennifer **Gonzales, positive** behavior support **coordinator; Rosemary** Burks, literacy **consultant; Susan** Friberg, literacy **consultant; Lisa** Johnson, literacy/behavior **consultant; Rose Merry** Kirkpatrick, co-**teaching consultant;** Sandy Crawley, **recruitment/ retention consultant; Marsha** Scullark, administrative **assistant**	Much of the empirical foundation of the CTAG is based on Project ACHIEVE **which \Vas designated an** evidence-based program by the U.S. Department of health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) in 2000; and with is listed on SAMHSA's National Registry of Evidenced-based **Programs and practices** (http:LLnre1:1p.samhsa.gQY) The SPDG ftles an Annual Performance Report with the U.S. Department of Education's Office of Special Education Programs (OSEP) around May 1" each year. It also has quarterly **conference calls to discuss** the grant's progress with the OSEP Project Officer **assigned**	The SPDG, including **staff, are** funded through September 30, 2014 for $1 million per year. The funds have been provided by the U.S. Department of **Education's** Office of Special Education Programs.
Activities: Professional development partnerships explored with nine Educational Service **Cooperatives** Existing web-based materials developed during the first 5-year SPDG, were reviewed and updated 35 PBSS Facilitators	Year I 2009 - 2010		Strategic planning partnerships were established with ADE's Smart Accountability state support Teams and the ADE-SEU Monitoring and Program Effectiveness Compliance Teams Nine Strategic Implementation Model (SIM) Professional **Developers were certified** through the collaborative efforts with the University	

were surveyed regarding the PBSS certification process Progress was made to\vard achieving two parent mentors for each school district to provide information and training for other parents in scientifically-based literacy and behavior interventions Arkansas' Smart Accountability process \Vas approved by the U.S. Department of Education in January 2009 to help the ADE differentiate and support schools across the state in School Improvement Status Training that integrated components from the ADE's Scholastic Audit and the Project ACHIEVE Implementation Integrity Self-Evaluation (PRAUSE) tool was conducted Schools in School Improvement Status who would participate in the SPDG were identified; strategic planning and implementation plan development to occur during the early part of Year 2			of I<ansas' Center for Research on Learning, and the University of Central Arkansas' Mashburn Center for Learning A total of 93 scientifically-based professional development/ training activities were carried out during Year 1 involving a total of 4,084 ADE, Educational Cooperative and local school district personnel 164 potential parent mentors identified from 39 school districts Follow-up activities to these professional development/training activities included 102 on-site consultations involving 870 participants 91.7% of Arkansas' special education teachers were certified and highly qualified This is a slightly upward trend from previous years SPDG financial support and onMsite mentoring were provided for 22 novice teachers participating in the Pathwise Mentoring Project 63.6% of novice special education teachers were retained after three years of teaching, compared to 67% after two years of teaching Stipends were provided for 20 paraprofessionals working toward special education teacher certification

Aggressive recruitment activities were carried out to include: job fairs; use of TeachArkansas, efforts to provide financial support for **districts' use of** Teaches-**Teachers.com; efforts to encourage districts' use of** strategies developed with the National Special Education **Personnel Center,** and strategies to attract middle and high school students **to teaching careers in** special education			80 special education teachers were provided stipends to assist them in obtaining full **licensure** 60 pre-service training **students completed a** credential program in special **education within Arkansas colleges and universities**
The SPDG's school leadership and strategic planning, response-to-intervention (RT!)/closing the achievement gap (CTAG), and school improvement processes have become more completely embedded into the ADE's Smart Accountability process	Year II 2010–2011 and ongoing		A total of 36 tools, products, and resources for were developed in areas of behavior, literacy, mathematics, data-based problem-solving, and leadership A new regional specialty support team designed with dedicated SPDG staff assigned to each of five Smart Accountability regions A total of 277 scientifically-based professional development **activities were** carried out during Year 2 including inservice sessions involving a total of 675 ADE, Educational Cooperative, and local school district oersonnel

with U.S. Department of Education on integrating mathematics instruction and the RTI process			
			Recent accomplishments include: A response to intervention Model Implementation Guidebook An RTI/CTAG Essential Questions and Answers Document A PowerPoint training module on "Differentiating and Adapting Instruction" A PBSS School Implementation Guidebook A PBSS Resource Analysis Guidebook A PBSS Behavioral Matrix Training Guidebook A PBSS Organizational Assessment Guidebook The beginning development of a three course PBSS series with a national on-line college in the areas of classroom management, social skills instruction, and classroom-based interventions for challem>-irn> students

			Process"
SPDG continues relationship with Mashburn Institute (SIM Project)			SPDG staff provided SIM training and technical assistance in a number of secondary schools across the state
The SPDG **continues to** support special education recruitment and retention activities across the state, as well as financially supporting paraprofessionals working toward their highly qualified status and undergraduate students who are earning licensure in different areas of special education			

ARKANSAS
DEPARTMENT
OF EDUCATION

Common Core Guiding Coalition

September 2, 2011

Attachment

Dr.	Richard	Abemathv	ExecutiVe Director	Arkansas Association of Educational Admin·	Little Rock	r.abemath theaaea.o
Ms.	Debbie	Atwell	Director of Secondanr Curriculum	Van Buren School District	Van Buren	da!well Vbsd.us
Ms.	Phoebe	Bail	[redacted]	[redacted]	[redacted]	swaec.om
Ms.	Lisa	Baker	[redacted]	[redacted]	[redacted]	.k12.ar.us
Mr.	Shane	B	Interim Director	Arkansas De ent of Hiaher Education	Little Rock	shane.broadwa adhe.edu
Dr.	Tamekia	Brown	Princinl'l1	Morrilton Senia Hioh School	Morrilton	brown cssd.om
Ms.	Deborah	Bruick	Assistant SUDerintendent	Broant School District	nt	dbruick brvantschools.om
Ms.	Carla	Curtis	SDecial Education Suoervisor	Ozarks Unlimited Resources Coooerative	Vallev Sorinas	carla.curti ar.net
Ms.	Debbie	Davis	Director.	Arkansas Leadershio Acade-·	Falle	dadavistrnuark.edu
Mr.	Dan	Farlev	Executive Director	Arkansas School Boards Association	Little Rock	dan rsba.orn
Dr.	Marv	Gunter	Dean Graduate CoJ1Rne	Arkansas Tech Universiw	Russellville	unter atu.edu
Ms.	Michelle	Hrd	Princin::al	McNair Middle School	Favetteville	michelle.ha ard favar.net
Ms.	Barbara	Hunter. Cox	Teacher Center Coordinator	Crowtmrs Rinne Education CoooeratiVe	Harrisbura	bhuntercoxr""ansrc.net
Ms.	B	Jester	Director	Dawson Education Service Coooerative	Arkad.el""ia	bee dawson.dsc.k12.ar.11s
Ms.	A la	Kremers	SeniorP ramAssociate for Education	Winthroo Rockefeller. Foundation	Little Rock	;on.om
Ms.	Ginnv	Kurrus	Past President	Arkansas PTA	Little Rock	
Ms.	Janet	Lawrence		Arkansas oartment of Hiaher Education	Litue Rock	e.com
Dr.	Matt	McClure	Su""rintendent	Cross ccuntv School District	Chem'Vallau	matt.mcclurem'crosscountvschools. com
Ms.	Suzann	McCommon	Director	Great Rivers Educational CDo rative	West Helena	s river.nrsc.k12.ar.us
Ms.	Debbie	Miller	Director of Curricuh.mfInstruction	Batesville School District	Batesville	millerd conwavschools.net
Dr.	Kim	Fowler		OUR Conn		kfowk=>rr1uoursc. k12.ar:us
Mr.	Rich	Nan	Director	Arkansas . Education. Association	Little Rock	ar-manel nea.ora
Ms.	Sandra	Porter	Deno·ta Director	Arkansas Deparbnent of career Education career and Technical Education	Little Rock	sandra.norte,.&:\arkansas.aov
Ms.	Kat	Powers	Teacheofthe Year 2011	Arkansas De rtment of Education	Little Rock	kathv.nowers@arkansas. nov
Ms.	Ton·""	Russell	Director	Arkansas Department of Human Services / Division of Child Care and Early Childhood Education	Little Rock	tonva. russellR'larkansas. oov
Ms.	Jacki	Smith	Prin I	Arnold Drive Elementarv School	Jacksonville.	'smith .ora
Ms.	Kathv	Smith	"	The waJton FamilV. Foundation	Bentonville	lcsmith ail.com
Mr.	Scott	Smith	Executive Director	Arkansas Public School Resource Center	Little Rock	ssmithrma src.net
Dr.	Ellen	Treadwav	Teachinn and Leaminn S . list	Arkansas Public School Resource Center	LiWe Rock	etreadwa ● re.net

As of 11115/10

Attachment 1

Approved Memos: Regional Meetings - Teacher Evaluation System and ESEA Flexibility

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Regional Meetings - Teacher Evaluation System and ESEA Flexibility
Memo Number	LIC-12-020
Memo Date	11/1/2011
Attention	Co-op Directors; Elementary Principals; High School Principals; Middle School Principals; Secondary Principals; Superintendents; Curriculum Coordinators; Teachers
Memo Type	Informational
Response Required	No
Section	Human Resources
Regulatory Authority	na
Contact Person	Dr. Karen Cushman
Phone Number	501.683.4863
E-Mail	karen.cushman@arkansas.gov
Memo Text	The Arkansas Department of Education (ADE) will host five regional meetings in late November and early December, 2011, to receive input and feedback from participants concerning the Teacher Evaluation System and ESEA Flexibility Requests. There will be **two sessions each day**. The first session will be from **1:30-3:30 pm**, and the second session will be from **5:00-7:00 pm**. **Content will be the same for each session.** The evening session is being offered to accommodate those unable to attend the day session. Attached are copies of Act 1209 (Teacher Evaluation System) and ESEA Flexibility documents. The schedules for the meetings are as follows: Monday, November 21 Alma Middle School Cafeteria 706 Hwy. 64 East Alma, AR Tuesday, November 29

Henderson State University
Lecture Hall – Garrison Activities Center
1100 Henderson Street
Arkadelphia, AR

Thursday, December 1
Southeast Arkansas Education Service Cooperative
1022 Scogin Drive
Monticello, AR

Monday, December 5
Arkansas State University
Student Union Auditorium
101 N. Caraway Rd.
Jonesboro, AR

Tuesday, December 6
Maumelle High School
Lecture Hall
100 Victory Lane
Maumelle, AR

Attachments Act1209.pdf
esea-flexibility.doc

Version: 9.0
Created at 11/1/2011 11:22 AM by Frank Servedio (ADE)
Last modified at 11/1/2011 3:57 PM by Seth Blomeley (ADE)

If you're having trouble viewing this email, you may see it online.

Share This:

ARKANSAS DEPARTMENT OF EDUCATION
Dr. Tom W. Kimbrell, Commissioner

Contact: Seth Blomeley, Communications Director | 501-683-4788 | seth.blomeley@arkansas.gov

News Advisory
Nov. 2, 2011

PUBLIC MEETINGS SET FOR INPUT ON TEACHER EVALUATION LAW, NCLB WAIVERS

LITTLE ROCK — Arkansas Education Commissioner Dr. Tom Kimbrell encourages anyone interested in the state's new teacher evaluation law and the federal No Child Left Behind (NCLB) law to attend five public informational meetings throughout the state.

The locations in the state's five geographical regions and dates for each of these meetings are announced today.

The meetings will focus on:

— **Act 1209 of 2011.** This law creates a teacher evaluation system for Arkansas's public schools. The Arkansas Department of Education (ADE) is seeking input from administrators, teachers, and other stakeholders as the rules for implementing the law are crafted.

— **The state's NCLB waiver.** This is state's pending flexibility request regarding the federal Elementary and Secondary Education Act (ESEA), or what is commonly referred to as NCLB. The U.S. Department of Education has offered states the opportunity to apply for waivers from some of the act's requirements in exchange for innovative plans to raise achievement levels. ADE is seeking input from educators and the community about how to tailor this request.

ADE staff will be on hand at each meeting to provide information and to gather feedback.

The schedule for the meetings is as follows:

Northwest Arkansas
Monday, Nov. 21
Alma Middle School Cafeteria
706 Hwy. 64 East
Alma

Southwest Arkansas
Tuesday, Nov. 29
Henderson State University
Lecture Hall – Garrison Activities Center
1100 Henderson Street
Arkadelphia

Southeast Arkansas
Thursday, Dec. 1
Southeast Arkansas Education Service Cooperative
1022 Scogin Drive
Monticello

Northeast Arkansas
Monday, Dec. 5
Arkansas State University
Student Union Auditorium
101 N. Caraway Rd.
Jonesboro

Central Arkansas
Tuesday, Dec. 6
Maumelle High School
Lecture Hall
100 Victory Lane
Maumelle

There will be two sessions each day. The first session will be from 1:30 p.m. to 3:30 p.m. The second will be from 5 p.m. to 7 p.m. Content will be the same for each session. The evening session is being offered for those unable to attend the earlier session.

ArkansasEd.org
Arkansas Department of Education | Four Capitol Mall | Little Rock, AR 72201

This email was sent to **seth.blomeley@arkansas.gov**. To ensure that you continue receiving our emails, please add us to your address book or safe list.

ESEA Flexibility Meeting at Alma on 11-21-11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					Arkansas Leadership Academy
					AEA
					ACA
					ADE

ESEA Flexibility Meeting at Alma on 11-21-11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	
			✓		Van Buren
				✓	
				✓	
				✓	
					ADE
				✓	Fort Smith
				✓	Springdale
				✓	Fayetteville
			✓		Alma
			✓		Alma
			✓		Alma
			✓		Alma
			✓		Alma
			✓		Van Buren
				✓	Bergman
			✓		Alma
			✓		Alma
			✓		Alma
				✓	Alma SD
				✓	Alma High School
			✓		Alma Middle School
			✓		Alma Middle School
			✓		Alma Middle School/
			✓		Alma Middle School
			✓		Alma Middle School

Michael L. Palmer Teacher Alma M. S.

ESEA Flexibility Meeting at Alma on 11-21-11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
			✓		
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	* retired
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	Afterschool Program (AOSN) ↓ Times Record
				✓	

ESEA Flexibility Meeting at Alma on 11-21-11 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations *representing students with disabilities and* English Learners, business organizations, or Indian tribes
(b)(6)			✓		
					Paraprofessional
				✓	Program Director 21st CCLC
				✓	
				X	
				✓	
				✓	
				✓	

ESEA Flexibility Meeting at Alma on 11-21-11 1:30___ or 5:00✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)		✓	✓		
			✓		
			✓		
			✓		
			✓		
			✓		
			✓		
			✓		
			✓		
			✓		
			✓		
		✓		Dist. administrator ✓	
			✓		
			✓		

ESEA Flexibility Meeting at Alma on 11-21-11 1:30___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)			✓		
			✓		
			✓		
			✓		
			✓		AEA
					AEA
			✓		AEA
		✓			AEA
					AEA
		✓		✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	

ESEA Flexibility Meeting at Arnadelphia High School on 11-29-11 11:15 am ~~1:30 or 3:00~~

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or *Indian tribes*
(b)(6)	✓				
	✓				
			✓		
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
				✓	
	✓				
	19		1	1	

ESEA Flexibility Meeting at Philadelphia High School on 11-29-11 11:15 am ~~1:30~~ or ~~5:00~~

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				

ESEA Flexibility Meeting at HSU on 11/29/11 1:30 ✓ or 5:00 ___

adm
22
23
14
59

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations *representing* students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	
				✓	
				✓	

ESEA Flexibility Meeting at HSU on 11/29/11 1:30 ✓ or 5:00

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations *representing students with disabilities and* English Learners, business organizations, or Indian tribes
(b)(6)				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
			✓		
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					Dawson Coop
					Dawson Coop
					Dawson Coop
				✓	
				✓	
				✓	

Education Renewal Zone

(OVER)

ESEA Flexibility Meeting at HSU on 11/29/11 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations *representing students with disabilities and* English Learners, business organizations, or Indian tribes
(b)(6)		✓			
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
			✓		
			✓		
			✓		
				✓	
		1	3	8	

ESEA Flexibility Meeting at HSU on 11/29/11 1:30___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	
				✓	
				✓	
				✓	
				✓	
			✓		
			✓		
			✓		
			✓		
			✓	✓	

ESEA Flexibility Meeting at Monticello HS on 12-1 10:00 a.m ~~1:30 or 5:00~~

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
		(10)			

ESEA Flexibility Meeting at Monticello HS. on 12-1-11 10 a.m. ~~1:30~~ or 5:00

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations *representing* students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
		(9)			

ESEA Flexibility Meeting at Montebello HS on 12-1-11 ~~1:30~~ 10: am or 5:00

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					

ESEA Flexibility Meeting at Monticello HS on 12-1-11 1:30___ or 5:00___ 10am.

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations *representing* students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)	X				
	X				
	X				
	X				
			X		
	11		1		

ESEA Flexibility Meeting at Montevallo HS on 12-1-11 10 am ~~1:30~~ or 5:00

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓	21			

ESEA Flexibility Meeting at SEARK Monticello on 12-1-11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	
				✓	
				✓	
				✓	
				✓	
					Science Specialist STEMCenter
				✓	
				✓	
				✓	
				✓	
				✓	
					ST. BRD of Edu/EDEF
				✓	ESC Director
				✓	ESC Asst. Director
		X			Special needs Advocate
				✓	
				✓	
				✓	
		X			El Dorado Education Foundation (EDF)
				✓	
				✓	McGehee Sch. Dist.
		✓	✓	✓	ADE

(3) (1) ✓ Warren School District

✓ Warren School District - SERVICE

✓ (22) (2) misc

ESEA Flexibility Meeting at SEARK Monticello on 12-1-11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					✓ - UAM
					✓ - UAM
					✓ UAM
					✓ UAM - Higher Education
					✓ UAM - HIED
			✓		
					Reporter - DeWitt Ern - Enterprise
				✓	
				✓	
				✓	
				✓	
				✓	Student
				✓	SEARK Coop
				✓	Education Renewal Zone - UAM
			✓		✓ Education Renewal Zone - UAM
				✓	
			✓		
				✓	
			✓		Henderson,
				✓	
				✓	
					✓ UAM

4 12 UAM 4

ESEA Flexibility Meeting at SEARK Monticello on 12-1-11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	
				✓	
		✓	✓		
			✓		
				✓	
		✓	✓		
		✓		✓	
				✓	
				✓	
				✓	
					College Board
				✓	
				✓	Superintendent, Pine Bluff School District
				✓	Superintendent, Sheridan Schools
				✓	Asst. Supt., Sheridan Schools
				✓	Superintendent, Woodlawn Schools
				✓	Asst. Director/TCC COOP.
	(3)	(3)		(13)	(College 1)

ESEA Flexibility Meeting at SEArk Coop on 12/1/2011 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					UAMS/ADE Sped Data Mgr
				✓	ALE PRIN. Hamburg
			✓		ALE Science Teacher, Hamburg
			✓		Drew Central Middle School
					UAM STEM Ctr.
					UAM STEM Ctr. Director
				✓	Stem City School District
			✓		Drew Central School District
			✓		Drew Central School
			✓		Drew Central School
			✓		ALE, English Hamburg
			✓		ALE, History Hamburg
			✓		ALE Hamburg Schools
			(9)	(2)	

ESEA Flexibility Meeting at ASU on 12/5/14 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					ASU
					ASU
				✓	Retired
				✓	ASU
				✓	Crowley's Ridge Coop
				✓	Crowley's Ridge Coop
				✓	Marked Tree
				✓	South Miss. Co.
				✓	South Miss. Co.
				✓	South Miss Co
				✓	Earle School Dist

ESEA Flexibility Meeting at ASU on 12/5/11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					University Teacher Educator
				✓	Blytheville School District
				✓	Blytheville Schools
				✓	Jackson County School Dist
				✓	Newport Special School Dist.
				✓	NEWPORT SCHOOL DISTRICT
				✓	Gosnell School
				✓	Gosnell School
					state dept of educ.
					Arkansas Leadership Academy
				✓	Riverside Schools
				✓	Westside Schools
				✓	Brookland School District
				✓	Highland School Dist.
				✓	Highland School Dist
				✓	Highland School Dist
					ASU COE Dean
				✓	So. Miss Co.
				✓	So. Miss Co
				✓	Pine Bluff School Dist
				✓	Dollarway High School
					The Sun

ESEA Flexibility Meeting at ASU on DECEMBER 5, 2011 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					coop - NEA
					GREC
				✓	Wynne Schools
				✓	Wynne Schools
				✓	" "
				✓	" "
				—	" "
					" "
				✓	Buffalo Island Central Schools
					ASU Teacher Education Dept.
				✓	Calico Rock School Dist.
			X		Forrest City School District
				✓	Riggotte School District
				✓	West Memphis Schools-Bragg Elem. Weaver Elem
				✓	West Memphis School District - Elem
				✓	West Memphis School District
				X	Nettleton School District
				X	21 Century BTS Boys & Girls Clubs
			X		Cedar Ridge Schools
				✓	ASU-ERZ
					Dcom Afterschool Program
					Dcom Afterschool Programs

ESEA Flexibility Meeting at ASU on 12/5/11 1:30 ___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				X	
				X	
				X	
				✓	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
					ASU
				X	
				X	
			X		

ESEA Flexibility Meeting at ASU on 12/5/11 1:30___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)			✓		
			✓		
			✓		
				✓	
				✓	
				✓	
					ASU - Faculty
		✓	✓		ASU - Part-time Faculty
		✓			School Bd. Member Pettheton
				✓	
	5				ASU - Faculty
					ASU - FACULTY

ESEA Flexibility Meeting at ASU on 12/5/11 1:30___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)			✓		
		✓	✓		
				✓	
			✓		
				✓	
			✓		
		✓	✓		Univ. Prof.
			✓		
			✓		
			✓		
			✓		
			✓		
				✓	
				✓	
Steph				✓	
				✓	
					Public education advocate

ESEA Flexibility Meeting at Marvell HS on 12/6/11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	Rose Bud School District
				✓	Rose Bud School District
					ADE
					ADE
					ASBA
				+	AAEA
				X	Searcy County School Dist
				✓	Marshall High School
				✓	Guy-Perkins School District
				✓	Searcy School District
				✓	O.V.R. Education Co-op
				7	+ more

ESEA Flexibility Meeting at Mountain HS on 12/6/11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				X	
					JBHM
					JBHM
				X	
				X	
				X	
				X	
				X	
				X	NLRSD
					ADE
			X		
		X			
		X			
				X	
				X	
				X	
		2	1	10	3 misc

ESEA Flexibility Meeting at Monroe HS on 12/6/11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations *representing students* with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					ADE
				✓	
				✓	
				✓	
				✓	
				✓	
					AREsc
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					NAESC Cooperative
					Arch Ford Coop
					Wilbur Mills Coop
					ASBA
				11	Le Musc

ESEA Flexibility Meeting at Little Rock on 12/6/11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	
				✓	
				✓	
			✓		
			✓		
				✓	
				✓	
			✓		
				✓	
					Disab Rights Ctr of AR
					ADE
					ADE
				✓	NLRSD
				✓	Clarendon School Dist
				✓	Clarendon School District
				✓	Watson Chapel
			3	10	3 misc

ESEA Flexibility Meeting at Maumelle Hson 12/6/11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					✓ ADE
					✓ ADE
					✓ ADE
				15	3 misc

ESEA Flexibility Meeting at Maumelle HS on 12/6/11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					ADE
					ADE
				✓	LRSD - Grants Dept.
					Pulaski Cty Youth Svcs
		✓			
					ADE
					ADE
				✓	Cabot
					Univ. of AR ALA
					PCSSD HR
				✓	PCSSD HR
				✓	PCSSD
				✓	PCSSD - Maumelle HS
					Arkansas Democrat-Gazette
					Arch Ford Coop
					Arch Ford ESC
				✓	Conway Public Schools
				✓	Conway Schools
					Arkansas Out-of-School Network (AOSN)
					ADE
				✓	Wonderview School District
			✓		Ridge Road Middle Charter School
	1	1	8	17	

ESEA Flexibility Meeting at Mabelvale HS on 12/6/11 1:30___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations *representing students* with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)			✓		21st CCLC Boys+ Girls Club
				✓	21st CCLC Boys & Girls Club of Saline Co.
			✓		21st CCLC Afterschool - Co-Sch
				✓	
			✓		
			✓		
			✓		
			✓		
				✓	
			✓		
				✓	PLSSD
			✓		ADE DLC
			✓		AOE DLC
		✓	✓		
		✓			
					self
			✓		PCSSD
				✓	Little Rock School Dist
				✓	Little Rock School District
			✓		NLRSD
					AEA
			✓		Conway & AEA
			✓		AEA/PCSSD

2464

ESEA Flexibility Meeting at Jonesboro H. School on 12-5-11 11:00 ~~1:30 or 5:00~~

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓	✓			
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				

ESEA Flexibility Meeting at ASU on 12/5/14 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					ASU
					ASU
				✓	Retired
				✓	ASU
				✓	Crowley's Ridge Coop
				✓	Crowley's Ridge Coop
				✓	Marked Tree
				✓	South Miss. Co.
				✓	South Miss. Co.
				✓	South Miss Co
				✓	Earle School Dist

19 3 ASU etc

ESEA Flexibility Meeting at ASU on 12/8/11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations *representing students* with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					University Teacher Educator
				–	Blytheville School District
				✓	Blytheville Schools
				✓	Jackson County School Dist
				✓	Newport Special Schl Dist,
				✓	NEWPORT SCHOOL DISTRICT
				✓	Gosnell School
				✓	Gosnell School
					state dept of educ
					Arkansas Leadership Academy
				✓	Riverside Schools
				✓	Westside Schools
				✓	Brookland School District
				✓	Highland School Dist.
				✓	Highland School Dist
				✓	Highland School Dist
					ASU COE Dean
				✓	So. Miss Co.
				✓	So. Miss Co
				✓	Pine Bluff School Dist
				✓	Earle High School
					The Sun

17 5 ASU etc

ESEA Flexibility Meeting at ASU on DECEMBER 5, 2011 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)					coop - NEA
					GREC
				✓	Wynne Schools
				✓	Wynne Schools
				✓	" "
				✓	" "
				✓	" "
					" "
				✓	Buffalo Island Central Schools
					ASU Teacher Education Dept.
				✓	Calico Rock School Dist.
			X		Forrest City School District
				✓	Riggitt School District
				✓	West Memphis Schools - Bragg Elem.
				✓	West Memphis School District - Weaver Elem
				✓	West Memphis School District
				X	Nettleton School District
				X	21 Century BIS Boys & Girls Clubs
			X		Cedar Ridge Schools
				✓	ASU - ERZ
					DCom Afterschool Program
					DCom Afterschool Programs

2 15 4 BI etc

ESEA Flexibility Meeting at ASU on 12/5/11 1:30___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and *English Learners*, business organizations, or Indian tribes
(b)(6)				X	
				X	
				X	
				✓	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
					ASU
				X	
				X	
			X		

1 14 1 ASU etc

ESEA Flexibility Meeting at ASU on 12/5/11 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)			✓		
			✓		
			✓		
				✓	
				✓	
				✓	
					ASU - Faculty
		✓	✓		ASU - Part-time Faculty
		✓			School Bd. Member Nettleton
				✓	
	5				ASU - Faculty
					ASU - FACULTY

2 x 4 4 ASU etc

ESEA Flexibility Meeting at ASU on 12/5/11 1:30___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations *representing students with disabilities and English Learners*, business organizations, or Indian tribes
(b)(6)			✓		
		✓	✓		
				✓	
			✓		
				✓	
			✓		
		✓	✓		Univ. Prof.
			✓		
			✓		
			✓		
			✓		
			✓		
				✓	
				✓	
				✓	
				✓	
					Public education advocate
		7	9	6	1 ASU etc

ESEA Flexibility Meeting at ALMA on 11-21-11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
(b)(6)				✓	Special education administrator
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
					Dept. of Educ. Ark.
			✓		
			✓		
				✓	
			✓		
				✓	
				✓	
					Harding University
				✓	HIGHER
				✓	Heather
					ADE

Regional meeting notes

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting – Alma Middle School
November 21, 2011

1:30-3:30

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. **Option A – 6; Option B – 0; Option C – 3.** A representative from the group requested "something with growth involved." This was followed by applause in the room.

2:05 – Questions and Comments (Mr. Hoy's remarks in red)

- Is this flexibility only for Title I schools?
- How does it align with Act 35 and Omnibus?
- Is there no planned effort at this time to put a legislative packet together to address these Acts?
- How will the calculation come about for non-Title I schools?
- Has the Department discussed these things?
- What do you think about AMOs? Please use the ADE email dedicated to this process to let us know what you think? Should it be one for the state? Should they be different for every school? District?
- We need to look at a growth model of where each student is and measure it individually.
- Is there a particular model you have in mind?
- I think if we look at what is successful nationally…why not kill two birds with one stone? Since we're looking at a model for measuring teacher and principal effectiveness, why not use the same for students?
- What we are using now is not fair.
- It should be broken down by student.
- What about the Colorado model that HIVE uses? It takes a child where he/she is and moves them from that point.
- What definition have you been given about "over a number of years?"
- What have you been thinking at the district level?
- Why not look at Gains?
- We should look at growth measures beyond the state of Arkansas. We do not want a model that only addresses 50% of the students.
- I'm curious if the state might be interested in how we look at SPED and ELL. I'm disappointed that we're not looking at that.
- We would like Smart Accountability to go away – all labels, all interventions.

- What about the other 75%? (B-11 in FAQ)
- Leave them alone.
- If differentiation is supposed to be the primary focus, why are all students tested the same way? Can there not be some flexibility in outcomes?
- 75% - given whatever accountability is out there – wouldn't it address those schools?
- Will Act 35 labels still be in place?
- We don't want to see the 20% (Choice and SES) re-incarnated.
- All Choice laws need to be reviewed – specifically the second one pertaining to Gains – it's supposed to be in effect and the Department hasn't said anything about it so I know no letters went out and schools and districts aren't implementing it.

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. **Option A – 9; Option B – 1; Option C – 3.**

- If you're writing on something dealing with growth, is that not ambitious enough?
- On the first choice, is that the state's AMO or at the local district?
- SPED students made great gains but never make proficient. How will that be addressed?
- In 2011 you evaluate 10th graders and you evaluate the 10th graders the next year – they're not the same students – how is that fair? Is it fair to evaluate a school/district as a whole when you have no control over the level of students you get each year?
- ELL, speaking of fairness – they can't speak the language but have to be tested and if you get them as 11th graders you only have two years. Can there not be a waiver year?
- Can you add things to the waiver that's not in the waiver list?
- Review whether another state has asked for additional waivers.
- I'm aware of Gains – has the Department looked at that for option 3 in terms of looking at ELL and other subgroups?
- Are there certain models that the statisticians are leaning toward?
- In the first option you mentioned school by school, could you not go with the state's average and then go back to zero and set equal increments for six years to get up to 85%
- What do we do with the schools in the middle? Leave them alone (1 vote); Put something else in place (7 votes). Do we take what we have regarding priority and reward schools or do something different?
- What are you referring to when you say put things in place?
- I think you're labeling the wrong things. I think you should be labeling the students.
- This is a request – I would ask the group working on this – if it's easy to asses, it's probably not important – keep in mind if it's really important, it's probably hard to assess.

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting – Arkadelphia HS and Henderson State University
November 29, 2011

11:00 – 12:00

Mr. Hoy met with high school students to discuss implications of ESEA Flexibility and its impact on student achievement.

Hoy – What do you plan to do after you receive your diploma?
Students – Go to college. All students raised their hands in agreement with this response.
Hoy – Are you putting yourself in position to go to college when you graduate?
Hoy – Studies show students are not quite ready for college when they get there. Arkansas has a high remediation rate. Jobs are being lost and it is attributed to the education system not educating students well. (NCLB was introduced into the conversation) Those test you've been taking since 3rd grade are a response to NCLB. How do you like those test?
Students – Hate them.
Hoy – Why?
Students – Too long.
Hoy – How do you know a school is a good school? What year of improvement, if any, is your school in?
Students – year 7.
Hoy – What does that mean?
Students – We're not getting the grades we should.
Hoy – Does that mean you're not in a good school?
Students – No.
Principal – I am a part of Arkadelphia High School's redesign.
Hoy – Some states implemented easier test and are not in the levels of improvement that Arkansas is in. Easier test may cause you not to be able to compete globally. (Introduction of Common Core and College and Career Ready)
Principal – How many of you are on an AP track? We are an AIM school; AP is our default curriculum.
Hoy – How do you tell if a school is a good school?
Students – By how many students graduate and how many go to college?
Hoy – What if…
Students – It won't make a good school if you're not being challenged.
Hoy – If you are smarter when you leave than you were when you started, is that a good school?
Students – Yes.
Hoy – That's called growth. Which is better? 1. Test scores are high or 2. Test scores are high and students show growth. All 22 students raised their hand in support of #2. If 100% is not achievable, what is?
Students – A "B". I'm a poor test taker.
Hoy – "Please note" – classroom grades (I don't remember what this response was in reference to). Which option do you think is best? A. Take the number not proficient and reduce it by half

in six years. B. Extend the time to reach 100% by six years (2020). C. Come up with something else that is ambitious and achievable. The majority of students chose option A.
Teacher – Sometimes what I'm hearing is what's being taught is not what's tested. Students say, we've never seen that. How are you going to align what's being tested to what's being taught?
Hoy – Statistical analysis…if a lot of people miss it, it is likely the concept was not taught or certainly not taught well.
Principal – What you're going to learn will be more rigorous.
Students – When Common Core comes, will we be learning what's assessed or will it be a lot of other stuff included?
Hoy – How do we determine whether a teacher is good? Student surveys?
Students – I think surveys would be good.
Teacher – I would survey students at the end of a course and I have used their comments to become the new and improved teacher I am today.
Hoy – Should middle school students get to do surveys on teacher also?
Students – No.
Hoy – How far down should surveys be allowed? Some said grade 6, 7 and 8; most said the lowest grade should be grade 9. Should we survey parents?
Students – Yes…responses were mixed.
Principal – Tell Mr. Hoy what question you have to answer before you graduate.
Students – What do you want to do after you graduate.
Principal – What about jobs?
Students – We will be competing for jobs that never existed before.
Teacher – We work on a career plan with students and evaluate it annually.

1:30-3:30

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A – 8; Option B – 0; Option C – 0.

2:09 – Questions and Comments (Mr. Hoy's remarks in red)

- Will the flexibility on 21st Century funds be for new grants or grants that were previously awarded? Will funds then be allowed to be spent on all students?
- (Harvey) It will be based upon what was approved in the grant.
- In terms of lowest 5% - should we stay with what we have or move to something else? The majority would like to see something with growth.
- How many think we should seek flexibility on 21st Century funds? More preferred we leave it after school.
- If we get the waiver, do we continue with the labels?
- Do we still want a label on the 75%?

- We need to allow for a growth model that provides ability to show growth (particularly in the case of SPED) so we get credit for it even if we didn't meet what was required for AYP.
- We look at growth every year and it's a different group of kids…we go crazy trying to figure it out.

Session ended at 2:23p

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview.

- Clarifying question – on the rating you talked about Title I – does this only apply to Title I or will all schools be impacted?
- With this waiver, will there be any measurable objectives or will they freeze the AMOs where they are?
- You may want to defer to Dr. Kimbrell…If in the next election the Republicans take over again, will there be changes made to ESEA and any flexibility?
- Accountability will not go away, testing, targets, and ways of identifying schools not achieving will not go away, and college and career ready won't be going away.
- Are we going to continue to use the magic number of 40 for minimum N?
- We will need to have a good justification if we are going to lower the number.
- From a larger districts point of view, we have a greater number of sub-pops bouncing around the number of 40 but smaller districts may be under 50 and not targeted.
- Sub-pops less than 40 are required to use a 3 year average to prevent districts from not educating all students.
- You mentioned 21st Century earlier but didn't refer to pre-school programs… Please submit this question via email so that we can get the correct response for it.
- What's going to happen with SPED?
- Clarify the way AYP goes…we will not be identified as year 1, 2, 3, Targeted, etc…so we will be identified as Priority, Focus, Reward…we won't have to set aside funds for SES, etc…Is there push back on this from vendors and legislators?
- I think most schools work pretty hard to achieve the goals that we've already set – aren't we looking at weakening our standards if we're talking about removing labels and sanctions?
- My question is regarding federal funds and whether they would no longer be withheld if the ACSIP has not been approved?
- Timely manner – what is that? How much time will be required for requesting the waiver and it getting approved? What's the turnaround on it?
- Are we looking at aligning with national efforts and focusing on high school more to ensure students are college and career ready? If so this will be different from where Title I efforts have been focused in the past.

Session ended at 6:06p

Regional Meeting – Southeast Arkansas ESC Monticello, AR
December 1, 2011

1:30 p – 3:30 p
Presenter: John Hoy
Mr. Hoy asked how many in the audience would prefer Option 1 – to reach 100% proficiency in 6 years overall and for each group, growth formatted in increments. Approximately 1/3 of those in attendance raised their hands.
Mr. Hoy asked about option two – 100% proficient by 2020. One person raised a hand.
Mr. Hoy asked about option three – something similar to the first two. No hands were raised

Kenny Pennington [KP]: Will the Option A average be the previous year's average? Will it be the combined population or groups?
JH: On the averages of part A and B, we can do it however we like. We can state it as it is now or by subgroups. Then consider, if one group is 80%, and one it 40%, then how much bigger gains will be required of some students than others. Also, going a step further, these gains do not have to be a statewide average, it can be by school.
KP: As a follow-up, will 40 need to be the number for a subgroup, or is there a chance that number will change, or can we go to a percentage?
JH: It can be set to a different number, however we would like – higher or lower. What would you prefer?
KP: I would prefer a percentage.
JH: The question is, 'would that change positively impact student achievement?
KP: In the current system, a school may have 70% free and reduced. The combined is not in the AYP of others. The thought process would be to balance out so it is equitable for all kids.
JH: After Tuesday's meeting, this is on the table for discussion. Some have difficulty in sizes.
KP: Things are not received well in some places. If special needs students are a minority, and we need to address the achievement of African American and Hispanic students, and special needs are in groups, or one of the sub pops, what are we going to do?
JH: Nothing now about sub pops. They can morph into something, I suspect, but they are not going away because we know that their achievement has been looked at before in terms of aspects of who they were. We've been told that's off the table.

Question: Why consider going from 100% to another number? If you do, then you are not meeting the target of all groups. We need to be flexible from all areas. Why would we say that we will be successful by whatever number we set?
JH: If in the schools, you go away from 100 – it is disappointing, but if you say 100% and you are not, then this addresses tying up funds.
Question: Will we step out and not educate 100%? We are giving a label – not proficient.
JH: We will educate 100% to be college and career ready. We know now that when students go to college, many must be remediated.

Dr. Brown: About the assessments, will we set aside the exit exams and go to a total exam?
JH: The deal on that is we've signed off to go with PARCC. Those will be designed on the CCSS. This is states together, not just one. Every decision on this costs money. If it is a literature or math test, it cost more money. If the teacher evaluation includes every subject, it

costs money. How much do you want to mandate. We are mandating PARCC in term of others – the Algebra and Literacy will stay in place because the others cost money.

Comment: In conversation, some students count in more than one sub pop.
JH: We've thought of it. It would not change as it measures proficiency toward college and career – in terms of kids not AYP. Because we give a label – not a label of AYP. It will not go away – it won't be 'school improvement year 5', but we will continue to identify the poorest 15%

Comment: We need to reward the 75%.
JH: You mean with 'Bronze or Silver'? Should there be remedies associated with these?

Comment: We need to have something positive about our school.
JH: With labels to drive student achievement?

Question: In the 75% group, there should be some notation about growth. In our community, they look for our name – we are usually seen on a bad list, but not on a good list – it's a problem.
JH: Thinking about growth, without a doubt, something we did was so bad on growth – something we do to educate kids. We targeted 'bubble kids'; if you were below the bubble or above the bubble. The gains model says all students grow. Identification labels the school doing really well, but not getting the growth.

Comment: I'm not interested in any label. In the 75%, we progress one year in Math and one in literacy. We must compare different groups with each other. The ground shifts for us.
JH: We need to put something in the middle to drive schools. If we don't some become satisfied.
Comment: That's when school boards need to hold superintendents and principals accountable.
JH: There will be a reward of the top 10.
Dr. Kimbrell: Remind everyone rewards are not dollars, because we don't have any.
JH: What about Title Money? Will it increase? If we receive a yes, it will come from our set-asides. We have already set up 'priority schools'; we have no growth added in. We have to change. The Gains and Status model we must change how the ID focuses the school.
Comment: Does a minimum end apply?
JH: Yes, currently, it does.

Kenny Pennington: Take a look at the top 10%. Some clientele are near the same clientele as others, the numbers are not high. We need more on growth than just test scores.
JH: Absolutely.

Mr. Hoy asked how many thought growth should be included. Over half attendees raised their hands. Only a couple disagreed.

Presenter: Dr. Karen Cushman:
Question: Will we have an electronic copy of this rubric? All I have is a rustic hand copy – I have to write it by hand?
KC: We will look at getting that form on line.
Question: Will just Principals evaluate teachers?

KC: It may be principals, assistant principals or curriculum personnel. It must be an administrator.
Question: Who will evaluate principals?
KC: The superintendent.
Question: Who will evaluate superintendents?
KC: That is the school board.

Kenny Pennington: A pre-test and posttest are usually used to show growth. The tested areas must be part of the pre-tests and posttests.
KC: We know that CCSS will mean math and literacy will be taught by everyone. Everyone will become a reading teacher.

KP: The ACT considers 18 in English, 24 in Science, and 22 in Math; is the bar for college/career aligned with the ACT?
KC: We know that PARCC will be aligned with those standards. We also know that science standards are coming. Some states are using that consideration as opportunities for change.
Dr. Kimbrell: This means as students left high school are they college and career ready? We have several IHE presidents who agree to accept anchor assessments as an indicator of readiness. The cut score will be agreed to by all 24 states. There is a glitch in higher education in some states. The relationship is not as strong as in our states.
KC: I see Dr. Peggy Doss here. We know many IHE's that are ready to start embedding the framework.

Dr. Cushman asked: In Rules and Regs, should we have the same model?
Over ½ attendees agreed.
Dr. Cushman: Should we have flexibility?
5 hands were raised [small number in this large group].

5:00 meeting:
JH: If 100% proficient is not achievable, what is?
Lower.
JH: Lower it to what?
Lower percentage. 75% . 85%. 80%
JH: You are a small group, but you are brave.
100% is just politically correct.
JH: This is a goal that administrators and teachers should target from where students are right now.

Question: Who are we comparing the students to? Grow how much? Are we comparing Arkansas students to Oklahoma students or US students to Japanese students?
JH: In the growth model, it is our students to our students for instance, 3rd grade – if they are not proficient, then here's what you need to reach.

Question: What is the term proficient referring to?

JH: Currently in the state, it is a cut score established by a committee. Also, you should know there are 9 different growth models. No matter what model you talk about, someone will find a fault with it. There isn't a perfect growth model. If a growth model is applied to say, Springdale High School, you can grow even if you are proficient.

Parent Comment: In this situation you may get a parent saying you are not pushing my student – even if they are proficient; and we've talked about bubble kids – now we have bubble schools.

Question: Will this start from schools' scores from last year?
JH: This will start with targets on schools scores from last year.

JH talking about checking the box for flexing 21CC: This may be significant in some schools where athletes are required to have grades.
Comment: That's true at Drew Central. The kids we need to attend are in athletics.

Comment: If this is considered money for a safe haven for latchkey kids, it's more like a Boy's and Girl's Club, but if it's about instruction, it effects teachers.
JH: Some places have not just afternoon classes, but midnight classes.

Comment: It's a good thing to have 21CC and keep it for extended day. Schools must say if kids scored below basic, then they are not going to extracurricular until they go to tutoring. 21CC is not done right. It needs accountability. We take kids to the drop off point and everything – when will the state say you have to do this?

JH: So how many will say check the box?
Two hands are raised
JH: and how many will say don't check it?
One hand is raised.

Comment: Why do we try to teacher every kid calculus in 12th grade? Can we not career track our kids?
JH: Remember Futurists say we need to change because our students need new skills.

Comment: We constantly have to change everything.
JH: The world is pushing to a technologically advanced society. Students are exposed to new skills.
Comment: Yes, but Europe and Japan stunt their students. Finland gives very few exams.
JH: Yes, but the students there are multilingual.

Comment: Parents – where are they. Why are they not responsible?
JH: This is John Hoy, but when we target parents, we get the ones we don't need to come – the ones who we need don't come. We need to teach parenting skills in 10th, 11th, and 12th grade.

Comment: This is not about students in Finland. It is about not having developmentally appropriate practices. About not shoving reading down a 5-year-old's throat. We need more money in pre-school. Parents are required to sign to be responsible in Bastroff [sp?] TX.

Comment: If educators listen or watch what ADE says, we have STEM, STEM, STEM told to us.

Comment: We have college educations that are costing too much money. We've got kids who can't tell where FL or Little Rock is. We need basic skills.
JH: That's what CCSS will bring us to. Lots of teachers say some kids don't care. Good teachers are those who care. I don't know if you can legislate attitude.

Comment: Can't we use some of this money for smaller classes?
JH: Research doesn't support this working above a certain level.
Comment: We must teach social skills in early grades.

Presenter: Dr. Karen Cushman
Question: Can one teacher provide PD for another teacher?
KC: The district must approve professional development hours, but ADE approved college hours.
Dr. Kimbrell: For hours to count as professional development, it must be in the school planning document and documentation must be collected.

Many questions were asked about CCSS, Dr. Kimbrell answered by telling we will experience crossover on standards, and shared the analogy of the difference in our framework and CCSS as being the difference in simple skill demonstration and then using the skills in an actual ball game. Continuing to share, Dr. Kimbrell said it's not just about memorizing content, but doing what matters – not just writing, but writing about what matters.

Question: Will the CCSS be tested?
KC: The PARCC assessments will be aligned.

Dr. Kimbrell, to address more questions of 'why the CCSS', said others are out-performing us – our kids must compete. An example was given that we may have 16 content standards in Kindergarten math now, but with CCSS we may have 4.

Question: Is CCSS going to do away with NCLB?
Dr. Kimbrell: NCLB is an accountability system. CCSS flows into it.

Question: Students have better success when they have taken pre-AP and AP physics – there is an entire letter grade gain.
Dr. Kimbrell: They are better positioned to learn.

Parent Comment: So the act's in place and you meet it. Now what?
KC: We will get the rules and regs in place this year.

Parent Comment: About the assessment portion for teachers – states have stuck their necks out for RTTT, and now teachers don't want to work with student teachers.
KC: It's a problem now.

Parent: Arkansas didn't get RTTT, do we know how to circumvent that problem?
KC: That's a good question – a very good question.

Parent: We had pilot schools for the teacher evaluation – what will they add to this process?
KC: We have had some schools choose to use the system, but this isn't the pilot for our implementation. We will be learning from those who have chosen early implementation. What we learn may require changes in our rules.

Parent: Will Pathwise be part of this system?
Dr. Kimbrell: It will definitely be part of it.

Question: Will we be doing away with LEA's?
Dr. Kimbrell: No

Attendees asked if private and charter schools will be required to take these tests. The explanation was given that charter schools are public schools, but we don't regulate private schools.

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting – Jonesboro High School and ASU
December 5, 2011

11:00 – JHS

Hoy – JHS is in year 6, Does that mean it's not a good school?
Students – No, I think we don't even out; we have a lot of top tier students and a lot of bottom tier students.
Hoy – Provided an explanation of NCLB and School Improvement labels.
Students – Don't the requirements go up each year?
Hoy – Until 2014. Is that reasonable? Achievable?
Students – No
Hoy – Introduction of ESEA Waiver. (References were made about accomplishments of the tumbling team, basketball and football teams to make a correlation of the importance given to being the best.) If 100% is not achievable, what is? How many graduates are expected this year? Who should we not educate?
Students – This class has 360. Why are we trying to educate students that don't want to be educated?
Hoy – Good question (example given). What happens to the ones we don't educate when they graduate?
Students – I understand if we don't educate them the crime rate will go up; I'm not saying don't educate them but I think they should be separated from the ones who want to learn. The teacher's focus is divided and that keeps me from learning.
Hoy – After we separate them, do we still educate them?
Students – Vocational schools provides job skills.

Hoy – Explanation of changing job market and marketable skills was introduced.
Students – But if you don't have a chance to go to college…if you keep pushing education, the middle class is going away. Let's say everybody gets a degree, the degree doesn't mean anything.
Hoy – Examples of job security provided – pursue hard to fill education majors. (Introduction of College and Career Ready and the Waiver Flexibility.) Option A – 8; Option B – 1
Students – Does that mean every school would be different – ex. JHS only has 60% proficient, does that mean they only have to move to 80%?
Hoy – We can find out where we are in the state or by each school level – example of Hughes and Jonesboro.
Students – Not so much – that would seem biased against schools that are struggling. Isn't that what NCLB is saying, everybody needs to catch up?
Hoy – Does a student in a low performing district deserve to have to make lower targets? (Questioned students regarding subgroups)
Students – Statistically it makes sense I guess. Are we just trying to make it achievable?
Hoy – That's what we're trying to find out.
Students – In a challenging class you may not do well but you learn more. There's no way to create numbers. In order to achieve you're going to just teach the tested skills but not educate us.
Hoy – Do you tie everything to a test? A lot of occupations are tied to a test.
Students – So essentially y'all are training us to take test and not educating us?
Hoy – Should we set different targets for every school? – 14 votes or Set an average for the state? 0 votes
Students – Do you care to tell us in a nutshell what's going on here? (from a student who entered the discussion late)
Hoy – Summarized what had been occurring in the discussion
Students – Can't you change the increase rate if you're at 90%
Hoy – That may be possible in Option C. Should we have a different target for each subgroup?
Students – I don't think we should for race but is it possible to set different ones for students with disabilities?
Hoy – One target for every subgroup – 6 votes; Different targets for each subgroup – 7 votes (Introduction of Growth) Do we take into consideration those who are high performing and not moving but others are low performing but making great gains and still not meeting proficiency? 100% voted yes
Students – As long as its proportional
Hoy – No one has agreed on a growth calculation.
Students – Is there one way to educate?
Hoy – No…

1:30-3:30

Meeting began at 1;35 with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A –22; Option B – 0; Option C – 15.

- Majority agrees we should use growth in calculating low performing schools to identify the bottom 5%. After providing the example of possibly having schools not currently in improvement being identified in the bottom 5%, only 2 hands were raised.
- Does it make sense to have the same calculation for the bottom 5% and top 10%? An insignificant number agreed
- Why do we have two different calculation methods?
- Act 35
- The present system have schools in improvement but have combined scores that are higher than some not in improvement. Unfortunately when you have more numbers that make the subgroups count you will probably always be in some form of improvement.
- You have to have a calculation that measures the same group of students to get an accurate picture.
- What do we do with the 75% in the middle? Should we differentiate? 7 voted yes; should we leave them alone? 6 voted yes. Should we ask for flexibility with 21 CCLC funds? An insignificant number provided input but more leaned toward the flexibility.
- Is there a program in place that has a very, very aggressive parental involvement plan?
- Principle 2 – what's being considered for SPED and differentiating targets?
- Has there been any discussion about students in being counted in multiple subgroups?
- What about changing the minimum "N"? How will that impact student achievement?

Session ended at 2:36

- Is there a possibility of looking at the minimum N as a percentage rather than a number?
- What about identifying the lowest quartile by scores and using growth to determine the bottom performers and/or flip it for the top quartile?

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A –14; Option B – 2; Option C – 10.

- If 100% is not achievable, why are we keeping it in there?
- On the current AYP calculations, would option A be based on those?
- Both option A & B will be based on where we are now.
- So 100% will be based on Common Core?
- I don't think so because once Common Core is fully implemented, we will have to reset targets.
- But if we reset it, it will be based on all the states since it's a common assessment. Is that right or will it be for Arkansas only?
- If we do reset, do we have six years from the reset or if we're two years into the original six, do we only have four years?

- Flexibility is only good until ESEA is reauthorized.
- Regardless of which option is chosen, the labels and levels will be off the table, right?
- Introduction of Principal 2 – Should we try to come up with a common calculation for the bottom 5% and top 10%? Should we use growth in the calculation? 14 votes in favor; 1 voted no
- Are you going to check to see if the top performing schools have more resources than the low income schools at the bottom?
- Isn't it more challenging to move from 90-100 than it is to move from the floor to 30?
- Explanation of growth under HIVE – What do we do with the schools in the middle? The 75%? Leave them alone? Differentiate? Should we ask for flexibility on 21 CCLC? The vote was about 50/50. Should we set different AMOs? There was no real response.
- We need to know how you're going to calculate the AMOs.
- The one thing that's not taken into account with the calculation is the lack of high quality teachers.
- A lot of districts have ALPs, could the State not set a uniform time frame for posting job openings?
- Are you referring to State control as opposed to local control?

Session ended at 6:04

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting – Maumelle High School
December 6, 2011

Meeting opened at 1:32 with remarks by Student Council President. Mr. Hoy followed with thank you, introduction of key ADE personnel, and introduction/overview of the session. Option A – approx. 26
Option B – 0 Option C – approx. 22 It is noted that there were a minimum of 100 in attendance.

- Let's say you're at 90% at the end of those six years, what happens then?
- Don't know if there will be six more years or what will happen. Duncan said, what the people request in their waivers may help drive what the reauthorization looks like.
- On the first option, what population are you trying to cut in half, i.e., low SES or students with disabilities
- It may not be as complicated as it initially sounds; the possibility does exist that it may get all the way down to individual school levels.
- Are we actually going to set a different set of goals for every sub-pop?
- The possibility exist
- When I look at the options, I'm curious about the interventions or strategies that would assist in the options that we're being asked to provide input.
- How would the combined population be figured if all the subpopulations have different targets?

- What I'd like to get together in the month of December and put something out for everyone to review and provide input on.
- Clarifying what option A is…hypothetically my SPED pop has to possibly improve at double the rate as the combined population.
- That is a possibility. We have already said as a State that we are going to adopt CCR…that means ALL students.
- We're supposed to be teaching from CC and our assessments are on the Frameworks so what accountability are we going to putting into place to assist…
- I'm assuming when the State makes a decision they will go with option A…will that be based on last year?
- When we look at calculating AMOs, should we keep doing what we're doing? Or change it and include growth in the calculations? Keep – 0; Change – approx. 20; majority did not vote
- What do we do with the 75% in the middle?
- Something must be considered when students with severe disabilities cannot take the grade level test that will allow them to take a different type of accountability assessment.
- In reference to the 21 CCLC grant – schools and communities work in partnership- what is envisioned if the flexibility is granted? We need to look at an operational definition of extended learning time. Laveta Wills-Hale with the Arkansas Out of School Network

Session ended at 2:42

Additional questions:

- The waiver process…several states are not going to complete the request…the Department has limited resources and limited capacity. Is it best for kids to complete the waiver when we're beginning Common Core and kids are still being assessed on the benchmark. Has the State definitely decided to apply for this flexibility?
- Yes. Dr. Kimbrell explained the State had already exhausted other efforts to freeze AMOs so in order to make changes to our Accountability Workbook and targets, this flexibility was needed.
- I'm really disappointed…the waiver process is a false premise…we're acting like Common Core doesn't exist…that seems to be directional disfunctionality. I highly applaud the Department…
- Getting back to limited resources and capacity, where does our focus need to be?
- (Kimbrell) There are four principles and we've already begun three of them. It's the accountability principle that we would be using our resources.

5:00 – 7:00

- Are there any states that are not applying for waivers?
- Yes
- Has any state reached 100%?
- No, not to my knowledge

- When we're looking at IDEA and IEPs have they looked at growth?
- We get to set the targets by sub groups and you could set the target for the sub group based on the average…we could have different AMOs not for just the state but for every school in the state and possibly every sub group…
- It seems like the end result is what NCLB wants. So why don't we test children at their reading levels because children are being forced to take test above their reading levels and will never be able to make proficient.
- We're switching to Common Core, using PARCC assessments and using on-line assessments…will the students be tested for proficiency on benchmark assessment or what?
- Is there a plan for the transition of those scores when we switch the assessments?
- We would be able to reset the proficiency levels on the new assessment when it counts.
- As a SPED teacher, anytime there's 100% proficient by whatever the date is, that's not logical for the diverse population and then on top of that to put a blanket 1% allowable on the population is unrealistic. A lot of that will depend on the percentage of students. If SPED is expected to reach that 100%, in elementary we are not given the same resources
- Option A - 6 ; Option B – 0; Option C – 5 (17 were present in this session)
  Should we include growth in our calculation? 9 voted yes; should we keep what we got? No votes; Do you have something else in mind? No votes

Session ended at 6:08

Comments Submitted to the Email Address
ade.nclbwaivers@arkansas.gov .

Mon 12/12/2011 7:39 PM
Suggestions:

There must be consistent methods for teacher evaluation statewide. Consistent evaluation methods would bring about a "Distinguished" teacher rating in one district being equivalent in another district. The methods should address the potential of a teacher in one district being evaluated "Below Basic" and then if the same teacher moves to another district is evaluated as "Distinguished".

The linking of student growth & achievement toward AYP goals with a teachers evaluation is important. But there must be recognition that a student's achievement must be compared with expectations for a student's aptitude and capability. I'm not sure how to describe the terms used by districts regarding those groups to represent aptitude and capability - Gifted/Talented, Advanced Placement, Honors, Regular, Alternative Learning, Resource, etc. Could you recommend the groups that would be appropriate? There is probably some statistical means for establishing expected student achievement levels for each of those groups. Is GPA the best measure? The four assessments as part of the CCSS? A teacher's evaluation would be measured at the levels for that group. There could be "Distinguished" teachers in each student group and not only in the highest achievement group (4.0+GPA's). Do teachers have a choice in which student group they teach or is that decided by admin or by whatever teacher openings are available?

The linking of an objective "parent/guardian" support factor with teacher evaluations seems to address another fairness issue. Not in a way to make the teacher accountable to gain that support, but rather a way to offset the effects of a lack of support on a student's achievement or to enhance the effects when there is full support. In other words, there is an evaluation on a teacher's measure of effectiveness which may be limited (or unlimited) by a student's study habits and discipline which are influenced by parents or guardians. It's not fair for a great teacher to be penalized by an uninterested student or a great student to be penalized by an uncommitted teacher.

Thanks,

Mon 12/12/2011 8:44 AM
Dear Sir or Madame:

I am very concerned about some of the factors you are considering for the evaluation of teachers. My highest concern is using student test scores in any form in the evaluation of a teacher's performance. There are several reasons using student scores are neither practical nor ethical: 1) Lack of student accountability for the test 2) Factors outside our control that affect the test (i.e. home life of student, student's mental and physical needs not being meet outside of school, student I.Q. and learning disabilities) 3) The regional economic status the school in which you teach is in 4) Students absenteeism 5)the lack of importance American society puts on education.

We have absolutely **no control** over what a student writes down on those tests. In my 13 years of teaching, I have seen it time and time again where students finish a thirty minute test in five minutes by making pretty little designs with answers on the bubble sheets. What consequence do these students have for this behavior? Absolutely nothing! If they fail the test they continue on to the next grade level; their grade is not affected for the year; they do not get penalized in any shape or form. What consequence do teachers have with this new evaluation? A long list of extra paper work they must fill out; a formal record that they are " bad teachers"; more restrictive teaching environment for them; especially when it gets to be dog-eat-dog in who gets the "advanced" students and who gets "below basic" students. Student scores should not be used to evaluate a teacher's performance until students are also held accountable for the test.

There are so many factors to consider in the education of a student that are not in the teacher's control that affect the scores it is impossible to name them all. Public school teachers have seen so many dysfunctional families that when a functional family comes along we marvel at the sight. We have children that haven't slept because Mom and Dad are dealing drugs all night long. We have children that hoard food from the cafeteria because they know it will be the only thing they eat that weekend and those are the lucky ones. Yet we expect these children to perform at the same level as the child that has clean clothes, food on the table, and parents that make sure they come to school each day. We also expect students that have IEP's to perform the same as students that do not have IEP's. One of the biggest disadvantages we do our students is to not use their modifications on the state test. Say, for example, one of their modifications is to have a shortened test or lessen the number of choices on the test. These modifications are ones that are used throughout the school year but when we get to the state test they are not given these modifications and are still expected to perform like the other students. A teacher could have her license taken away if she/he DID follow the modifications on a state test! My question is how can a teacher be held accountable for this student's test score? Yet that is what you are about to consider.

The economic status of the school district in which a teacher teaches could also affect scores. If this were not true, then why do we have a subpopulation for it on the state test

results? We all know that lower social economic areas have always performed lower than areas that are have a higher social economic status. What will happen if we were to attach scores to teacher evaluations in lower performing schools? No one will want to teach at those schools. We already have difficulty in getting quality teachers to teach in rural areas or schools that are on year three, four, and even year six school improvement. Add the additional discouragement of possibly having a black mark on your permanent record and you will see a mass exodus from struggling districts. Oh, you may find someone desperate enough to teach at those schools; but it is not going to help you reach your goal of bettering the education of American students.

Another aspect that plays a role in scores is student absenteeism. While this may not be an issue in all school districts, it is in others. Again teachers have no control on whether a student comes to class or not. If parents do not make their children come to school, how can I teach that child? Even offering tutoring before and after school cannot catch up a student that has missed ten to twelve days of school in just one semester.

I believe teachers should be evaluated on **their** performance and not the performance of another human being. There are too many factors that influence student testing to make it a viable component for evaluation. This methodology has not worked in the past and will not give you the results you seek now. If you want to truly change education of American children, we might want to reevaluate the system as a whole which is still using the same antiquated methodology from its conception over 200 years ago.

Tue 12/6/2011 2:38 PM
Dr. Kimbrell asked that suggestions about the state's accountability waiver be processed through this e-mail address.

The waiver process should acknowledge high preforming schools while engaging low performing schools by offering help and hope. Using an accountability system that uses a standard error of measure to keep status of "meeting standards" could be calculated each year...criterion referenced tests cannot remain static every year as hard as committees and testing companies try to do so. Subgroup growth could also be calculated with this same standard error of measure system. The size of the school or subgroup may have to be weighted when calculating this standard error of measure.
Also, using an individual student achievement score growth plan that uses a standard error of measure and two years to show growth could give Districts time to recognize individual needs and address an RTI process to improve student scores.

Thank-you and Dr. Kimbrell for informing us and giving us the opportunity to provide input.

Wed 11/30/2011 4:13 PM
For Accountability
Use Safe Harbor for combined and subgroups in the Focus and Priority groups. This forces schools to move 10% of the deficient to proficient in a year. It is more reasonable for a school with 30% proficient to move 7% from deficient to proficient making their total necessary 37%.

The state could take care of awarding the top 10%, and districts could take charge of ensuring that their middle 75% were not slipping.

As to Teacher Evaluation – I have grave doubts about building student achievement into the process. Value-added from state mandated exams is only available for grades 4-8. EOCs are not vertically linked to Augmented Benchmarks even though that connection was recently built into the Improvement Gains Index.
You could use NWEA MAP testing to measure growth over the year. It is a formative assessment taken online three times a year. Lots of districts in Arkansas use this anyway, and it is available K-12 in math and literacy, science in middle – 10th, and math EOCs.

Thanks for your hard work on this,

Wed 11/30/2011 11:19 AM

1. NO SPECIAL EDUCATION STUDENT BENCHMARK SCORES ADDED/INCLUDED IN A SCHOOL'S COMBINED POPULATION
2. SPECIAL EDUCATION STUDENTS NOT INCLUDED WHEN FIGURING SCHOOL PERCENTAGES FOR PROFICIENT (AND/OR ADVANCED)

ESEA Flexibility Waiver request Survey Summary

On December 12, 2011 the Arkansas Department of Education (ADE) posted a commissioner's memo on the ADE website requesting that the citizens of Arkansas respond to a survey on the state's request for flexibility from certain aspects of federal ESEA mandates. Respondents were asked to complete the survey on or before December 19, 2011.
214 responses were received and reviewed by ADE personnel. The 214 respondents included 4 parents, 4 educational or university professionals, 76 school administrators, 119 teachers and 11 respondents that considered themselves to be in the category of other. Responses were received from 48 of the 75 counties in the state.

Principle 1

Many of the survey respondents shared concerns that too much emphasis has been placed on college readiness and not career readiness. In an effort to improve the career readiness aspect of this principle many suggested a greater focus on apprenticeships, internships, and more vocational classes. Others wanted a definition for the concept of college and career readiness and emphasized that the readiness should not just be academic but should help students prepare for the social/emotional aspects of college and the rigor expected of young adults in college or a career. Multiple pathways to student success were embedded throughout the responses. In several responses separating students into college or career tracks based on abilities or aptitude was suggested. Several respondents echoed the feeling that "Not all students are college material", while others agreed with the idea of preparing all students to have the opportunity to pursue college if they chose to do so. Many of the respondents felt that Arkansas was well on the way to implementing college and career standards with the adoption of the Common Core Curriculum while others stated the difficulties of implementing the standards. Limited resources and being tested on the Frameworks (Arkansas' current curriculum) while being required to teach the Common Core Standards were cited as concerns.

Principle 2

One of every five responses to this principle contained the word growth. Almost all responses involving the word growth felt that it should be incorporated in any new accountability system because it seemed to be a more fair way of assessing achievement. There were a few respondents that were concerned that higher performing schools would be penalized by growth because they perceived that it would be more difficult to make growth if all students are already performing at high levels. Most respondents seemed to agree that a new accountability system should be adaptable to different subgroups and different schools but at least one respondent was concerned that expectations for some students could be different from the expectations of other students. There seemed to be the desire to move from the mentality of an accountability system that identifies schools and punishes them to a system that identifies concerns, and offers interventions and support to help address the concerns. A few respondents suggested that we recognize ***reward schools***, help ***priority*** and ***focus schools*** and leave the others alone, while at least one respondent expressed the desire to maintain high expectations for all.

Principle 3

Most of the survey respondents seem to agree that a new teacher evaluation system is needed. Many respondents also seem to agree that the current system being rolled out is good but several express a concern that the system being proposed has the potential to be a paperwork nightmare (especially for principals in small schools without an assistant principal). Another concern raised had to do with the capacity of school leaders to implement the system well *(do leaders have the prerequisite skills? are the descriptors vague or arbitrary? how do you properly account for teachers in non-tested areas?).* Most seem to agree that leadership at the school, district and state level is the key.

Principle 4

Everyone agreed that this principle should be implemented. Several cited that most of the reports needed could be pulled from the APSCN database or School improvement plans. The major areas cited as concerns were ACSIP plans (for redundancy), multiple standards review bodies (ADE ACSIP, ADE Standards, USDOE, NCA-CASI), and detailed lesson plans including looking up curriculum numbers. It was suggested that Arkansas consider consolidating federal funds and aligning federal and state accountability laws.

21 Century Community Learning Centers

The feeling on this option was mixed with some for it and others against it, but most of the respondents were not familiar enough with the concept to offer an opinion.

Other General Comments

Accountability is critical, but focusing on a test to determine whether you have a successful school is disheartening. Any relief from our current path will be greatly appreciated!

All schools should be held accountable for keeping the standards/expectations high for ALL students, but recognized growth may be different with different children or populations of children.

Arkansas teachers are good, kind and educated people. We do not work for the pay, we care about our students and our schools. I wish I felt more appreciated, but sometimes, I feel persecuted. I know there are bad apples in every bunch, but instead of punishing all of us, take care of them. There should be measures that administrators can take to weed out these teachers who think it is an easy job and they are just here for the check. Instead we all suffer from blanket punishment.

As an exchange student pointed out to me, America could get more students to focus on academics by raising the driving age to 18. Once young people start driving, at age 16 in Arkansas, or even at 14 in hardship cases, they get distracted from their studies by jobs-for-pay which they need their own cars to get to, they say. That argument becomes circular when they say that they need their jobs to pay for their car insurance, for gas, or for car payments. We have college students dropping out of college in order to make the payments on brand-new cars. Changing the minimum driving age for licensed drivers would be politically very difficult, since

so much of our society depends on cheap labor to staff fast food establishments and retail stores, and the sale of cars, gasoline, insurance and such to keep young drivers on the road.

As someone who worked for 8 years with SES programs, I am mainly concerned about the futility of continuing to throw extreme sums of money at private tutoring programs which neither have innovative instructional practices nor could not care less about running their programs with any consistency or organization. It has been a money-eating disaster and so much the opposite of what might have been intended to help students. When you can't get the owners to even furnish enough materials or follow their own application promises it is obvious many are in it only to get money. I agree with the intent of NCLB, but since these companies hire our teachers to carry out their lame programs, I would suggest that the money reserved for SES be used for our own teachers to carry out extra tutoring and eliminate paying outside vendors who have proven not to be interested in our students' learning. Our teachers are many times having to devise their own lessons anyway due to lack of real programs furnished - and because they are the ones who really care about the students' progress. Many problems would be eliminated, such as logistics, management, and paying for profits instead of actual instruction. I cannot stress enough what a waste this is...

Be thoughtful as you work on this waiver request, especially in the areas of (a) communication to school employees and the public and (b) smoothness of transitional implementation.

Career Academies is a wonderful idea and needs to be expanded so that more students are exposed to the world of work. Not all students go to college and those that do - once they graduate; college isn't terminal. We need them to go to work.

Children are not "products" that we run through some type of manufacturing process. No teaching can force them to all be alike - THANK HEAVENS!

Continue flexibility with State REAP funds. Districts need flexibility to purchase services and instructional equipment and materials directed toward improvement of student achievement.

Continued assessment using an old system while a new system is being implemented is unfair to students, parents, teachers and administrators.

Does applying for a waiver admit that our state run schools will not be able to meet the goals of NCLB? Could the major obstacles be systemic? Our SEA should adopt the business model to improve its educational services throughout the state. We are using marketing principles to attract students, why not use business competition to improve our product---education! Encourage full school choice. The state should transition from Public school choice to Parental school choice where a school is chosen by the parent based on that child's needs public, private, or homeschool. The per-pupil allocation should follow the child. We will see a better product (closing of the gap) for our state just like Florida has experienced when they implemented full school choice!

Education decisions need to be handed back to the states in order to educate students. Every child is not going to attend college so we need to create some programs that will help prepare students for jobs.

Everything needs to be consistent and fair.

FOR FAIRNESS ON AYP'S-REMOVE THE SPECIAL EDUCATION STUDENTS FROM AYP EXPECTATIONS. DO NOT INCLUDE THEM IN THE COMBINED POP AND DO NOT INCLUDE THE IEP SUBPOP IN THE AYP EXPECTATIONS. THANKS

For years we have talked about meeting the needs of the individual children and then we turn around and expect every child to learn the same curriculum, on the same timeline, and that just isn't going to happen. I do believe that each child can learn, but often it will be a different pace and maybe a different method.

Funding will always be a problem in improving teaching and learning. This is most true with the sub populations in NCLB. Growth and maturation are individual considerations not two points in time.

God bless us, every one. -Charles Dickens, A Christmas Carol

I am concerned that Arkansas adopted the Common Core Standards without giving them a trial run first. The standards are definitely needed and I am in favor of a nationwide curriculum for all states, however, the common core standards are vague and new teachers and some seasoned teachers will not interpret them in the same way.

I appreciate the geographic locations of the hearings!

I believe it is absolutely ridiculous that teachers have to pass one the most difficult tests by way of Praxis II for Mid-Level Content in order to teach. A test should not determine whether one is a good teacher or not.

I believe that we MUST be granted a waiver in order to prepare our teachers and students to adopt CCSS fully. Right now we are beating our head against the wall trying to catch two cows. On one hand we are being told to begin and continue the conversations regarding CCSS and the other hand being told meet AYP. We must be granted a waiver to fully begin the process of implementing CCSS.

I do not think that we need to eliminate Supplemental Educational Services...these need to be explained to the parents completely....and school districts should not be allowed to be SES providers...

I have noted more children being left behind due to no child left behind because they fall short of the very stringent requirements for additional help necessary for success due to the tying of funding to scores.

I like the new CCSS strategic plan put together by the Curriculum Office at the ADE. What you are doing makes sense!

I love teaching! I love my kids! I spend too much time doing things that don't really help my students and those things take time away from my students!

I think the state is on the right track but some things could just get better especially having to duplicate things.

I think we need to consider what is being asked of our special education students. Somehow, these students need credit for showing growth.

I would love the opportunity to lead my students in a direction that would prepare them for the future. Students have almost no social skills and could benefit from having these things taught to

them for their future. I know that they probably won't have to use a lot of them when they enter the work force but they are still important for people to succeed in the career market later in life.

Inquiry based learning should be up front in all these neat little packages. And give the teachers some freedom to make some spur of the moment decisions to support an authentic, active and real world movement that occurs spontaneously in the classroom.

It is a shame that a segment of the Little Rock business community is focused on tearing down the school district for their political agenda. Businesses are not going to relocate - or stay - in a community that does not support their public school system.

It is my opinion that this survey is a requirement only. Nothing stated will be considered or acted upon; another exercise in futility. As an educator, I am willing to put everything on the line and say what needs to be said even though not expecting that anything will change at higher levels of governance.

Make up your minds what you want for outcomes, make them short and to the point, and get out of the way. And stop the multiple, multiple levels of testing with a year for feedback, no teeth, no holding little Johnny back because he refuses to learn, etc. Hold THEM accountable.

Most of our students in the state of Arkansas really want to learn. They try hard, they study hard, and generally try to do their best on every task assigned to them. I think that, if there is one factor that bends the learning curve, sports are too heavily emphasized by schools. We should spend more time teaching Math and Reading skills and less time "bench-pressing 100 lbs. when you're 13 years old.

NCLB is of the devil!! Put an end to it!! Teachers are not testers!!

NCLB was a great idea, but not realistic. If students show growth from year to year and teachers, administrators, and school districts are held accountable for growth by their students, this should be sufficient in a waiver response.

Not all students need to be together at the secondary level; some students will be left behind while you are catching up the students who are lower achievers. The higher achievers will be left behind.

Please do not stop holding schools accountable for making progress with all students.

Please remember that high schools are at the end of the ladder of the K-12 educational system. When an accountability system is put in place please remember that when a district has a educational system in place in will take high schools a little longer to see significant growth. High school scores are affected by the number of years an elementary and middle school students reaching the high school that have been in a system of student achievement. 7th and 8th graders now will not be fully embedded into an educational system as well as when the students have been embedded with common core for at least 4 to 5 years.

Please submit a request to waive SES. In general, these services have not resulted in improved student learning and the funds could be used for other actions such as reducing class size, technology hardware and software to integrated authentic experiences into the classroom, etc.

Question....Would School Improvement labels be removed from districts who now have them? If they are not removed, can you still work your way off of school improvement status?

Schools should not be placed on School Improvement for AYP since Common Core Standards are being implemented and the methods of standardized testing are changing.

Some aspects of NCLB were reasonable. As anything done by the Fed. Govt. it was over burdened and very little based on the reality of Education

STUDENTS FIRST!!!

Taking the Praxis III test away from non-traditional teachers is the most unintelligent decision ever made by the powers that be. I could understand not making someone take it if they went through a traditional path. These are people that might have the content knowledge but absolutely no methodology background. I know some really intelligent people but that does not mean they would be a great teacher. I understand we have a shortage of qualified teachers but that does not mean we need to include just any person in the profession. I have an extensive background in first aid and medical terminology but that does not mean I should be granted a license for nursing or any other medical field.

The ADE should be more transparent with testing and scoring of tests. Tinkering with the equating tables and not providing the information to the public is suspicious... Tinkering with the tables can cause increases and/or decreases in achievement across the state when several years are studied.

The entire educational system of this country is spiraling downward and needs a complete overhaul. Thank you for this opportunity to vent.

There needs to be some accountability on the parents and students to be responsible for the learning as well.

These continuing strands of legislation are beginning to make seasoned and highly evaluated educators begin to think more than just twice about leaving the profession. Please, just let us good ones teach. AND, quit adding tests! My teaching year now has to end in March to allow for testing - absurd. As a parent too, it is hard for me to continue to support Arkansas' public school system.

This waiver is long overdue, as we all know. Certainly not the ADE's fault, but rather DOE dragging its feet to reauthorize NCLB. The attitude of, "This (NCLB) too will change. It's too unreasonable / unbelievable to not do so" has greatly hindered progress in our public schools. So far it HASN'T changed and 2013-14 is upon us. Good luck with the waiver process!

This will burn out teachers and cause a strain between teachers. They will keep their ideas to themselves and not want to help each other.

Too often, Professional developments are redundant, unuseful, or not applicable to the courses we teach.

Use "real" teachers on these panel discussions. If you've not been in the classroom in the last 5-10 years, you're really out of the "loop" on what's going on.

Use a phase in process using current Benchmark testing until new PARCC assessments are fully operational. For example, use current reading passage types (3) as found in the Benchmark and continue with the open response items for each reading passage. Raise the level of text complexity annually....and notify districts/schools what the lexile level will be for the three reading passages at each grade level in August of 2012 that will be found on the 2013

Benchmark exams. For the 2014 Benchmark exam, increase the lexile level again for the reading passages found on the state required test and have students respond to each with an open response as we do now. Revise the writing exam (discontinue the decontextualized prompt as it is now) and have students respond to one of the three reading passages (with the changes in text complexity from above and maybe the student can choose which reading passage for the 2013 Benchmark that he wants to respond to in a more comprehensive performance assessment/task type). . Make the full writing response to the reading selection more like a true performance task. All of these changes are moving us toward PARCC-like assessments as we are learning about them....while preserving some of the elements in the current Benchmark exams. Benchmark math exams could be revised in similar ways.

Wavier needed, but not necessarily with testing data linked to teachers only

We should take the tying of test scores and take a hard look at how this is going to be uniformly tied to teacher's evaluations. It should be the same for all schools and uniform principles used.

We want to be an excellent school and our teachers work hard. It is time we cut back on constant reports on every little thing and allowed to really work on improving our schools. It is also time to use reasonable assessments on school improvements.

When are parents going to be held more accountable for their child's actions and attitudes?

With the implementation of the CCSS, we are now ready to move forward. We need help with the professional development for teachers and administrators. Also, I am appreciative of the opportunity of getting a waiver to help schools. Please don't allow the waiver to have too many strings attached.

Would really like for all schools to be compared alike, not based on what type of students they have. Would like for accountability to be in one area and not all areas the child fits in. Sometimes a school gets hit for all sub pops on one student.

ESEA Flexibility Meeting Attendance Summary	students	parent	paraprofessional & misc school employees	teachers	school administrator	retired school administrator	ADE, Education Prof, & Universities	civil rights organizations	org repr students w/ disabilities & English learners	Indian tribes	business organizations	
Committee of Practitioners on 10/14/11					16		9					25
NCLB Wiver (ESEA Flexibility) Work Group 11/8/11							5					5
NCLB Wiver (ESEA Flexibility) Work Group 11/8/11							13					13
ESEA Flexibility Stakeholders Meeting on 11/18/11 at 11:00 a.m.		1					11	1			1	14
Alma ESEA Flexibility meeting on 11/21/11 at 1:30 p.m.			2	24	52	1	8		1			88
Alma ESEA Flexibility meeting on 11/21/11 at 5:00 p.m.		4	2	20	14		5					45
ADE Work Group on 11/22/11 at 3:00 p.m.							7					7
Arkadelphia ESEA Flexibility meeting on 11/29/11 at 11:15 a.m.	22			1	1							24
Arkadelphia ESEA Flexibility meeting on 11/29/11 at 1:30 p.m.				2	59							61
Arkadelphia ESEA Flexibility meeting on 11/29/11 at 5:00 p.m.		1		7	14							22
Monticello ESEA Flexibility meeting on 12/01/11 at 10:00 a.m.	62			1								63
Monticello ESEA Flexibility meeting on 12/01/11 at 1:30 p.m.		6		8	47		9					70
Monticello ESEA Flexibility meeting on 12/01/11 at 5:00 p.m.				8	2							10
Jonesboro ESEA Flexibility meeting on 12/05/11 at 11:00 a.m.	14											14
Jonesboro ESEA Flexibility meeting on 12/05/11 at 1:30 p.m.				2	15		12					29
Jonesboro ESEA Flexibility meeting on 12/05/11 at 5:00 p.m.		4		14	24		6					48
Maumelle ESEA Flexibility meeting on 12/06/11 at 1:30 p.m.		3		5	61		31					100
Maumelle ESEA Flexibility meeting on 12/06/11 at 5:00 p.m.		2		14	6		4					26
ADE ESEA Flexibility meeting 12/13/11 at 11:00 a.m.							11					11
ADE ESEA Flexibility meeting 12/13/11 at 3:00 p.m.							7					7
DeQueen Mena Cooperative 12/15/11					11							11
TOTAL IN ATTENDANCE	98	21	4	106	322	1	138	1	1	0	1	693

Committee of Practitioners
Sign In Sheet

Purpose of Meeting: **Review and advised on Rules**

October 14, 2011

	Name	Title/Location	Mailing Address	Signature
1	Annette Hays	FACS Teacher & FCCLA Advisor Location: Acorn Campus		(b)(6)
2	Betty Brewer	Administrative Asst. to Superintendent Location: Dumas	209 So. Elm Dumas, AR 71639	
3 ✓	Bobby Lester	Director of Federal Programs Location: ADE		
4	Carl Barger	Location: Conway School Dist.		
5 ✓	Chandra Martin	Public School Program Advisor Location: ADE	4 Capitol Mall #326 LR, 72201	
6 ✓	Cindy Hogue	Federal Program Advisor Location: Division of Learning Services/ADE		
7	Dana Davis	Public School Program Advisor Location: ADE		
8	Doug Upshaw	Principal Location: Hot Springs School Dist.	124 Brookdell Place Hot Springs, AR 71913	
9	Dr. David Westmoreland	Director of Student Services Location: Conway School Dist.	2220 Prince St. Conway, AR 72034	
10	Elbert Harvey	School Improvement Coordinator Location: ADE		
11	James Gregory	Federal Grant Coordinator Location: Lincoln School Dist.	17133 Westmoreland	
12	Janet Walker	Federal Programs Coordinator Location: Lafayette Co. School Dist.	1031 Black St Stamps AR 71860	
13	Jenny Barber	Supervisor of Federal Programs Location:	PO Box 928 Russellville AR 72811	
14	John Hoy	Assistant Commissioner of Academic Accountability Location: ADE		
15	Jon Collins	Principal Location: West Memphis School District	237 Cypress Road Proctor, AR 72376	

Committee of Practitioners
Sign In Sheet

Purpose of Meeting: **Review and advised on Rules** **October 14, 2011**

	Name	Title/Location	Mailing Address	Signature
16	Kathy House	Principal-Private Schools Location: Christ the King	4002 N Rodney Parham Little Rock, AR 72212	(b)(6)
17	Leon Adams	~~Coordinator Title~~ Dir Title I Location: Little Rock School Dist.	Leon.adams.jr	
18	Lori Mitchell	ESC Location: Arch Ford ~~Building~~ Co-op	101 Bulldog Drive Russellville AR 72127	
19	Matt McClure	Superintendent Location: Cross County School Dist.	DICRAIS Cherry Valley, AR 7233	
20	Paula Rawls	Special Programs Coordinator Location: Camden Fairview School Dist.	625 Clifton Camden 71701	
21	Randy Bridges, Ed.D.	Director of Student Services Location: Fort Smith Public Schools	PO Box 1948 72902 Fort Smith, AR	
22	Ronald Laurent	Principal Location: Pine Bluff School Dist.	P.O. Box 9492 Pine Bluff, AR 71611	
23	Rosa Bowman	Location: Ashdown School Dist.	76 Little River 29 Ashdown, Arkansas 71822	
24	Sandra Mills	Title I Coordinator Location: Forrest City School District	5 Point Lane Forrest City, AR 72335	
25	Tammie Cloyes	Title I Coordinator Location: Forrest City School District	4 Capitol Mall Little Rock, AR	
26	Vernell Bowen	Superintendent Location: Diocese of LR Catholic Schools of AR Ouachita River Dist.	N/A	

Committee of Practitioners
Sign In Sheet

Purpose of Meeting: **Review and advised on Rules**

October 14, 2011

Name	Title/Location	Mailing Address	Signature
M. Annette Barnes Lewis	Coordinator/Asst to Asst Supt. Common Core/Title I	14 Capitol Mall	(b)(6)
John Hay	Public School Program Coordinator		
Christine Smith			
Bernice Martin-Russell			

ACADEMIC ACCOUNTABILITY

NCLB Waiver Meeting
Tuesday, December 13, 2011, 2011
11:00 a.m.
Sign In Sheet

Name	Signature
John Hoy, ADE	(b)(6)
Annette Barnes Lewis, ADE	
Dr. Laura Bednar, ADE	
Jim Boardman, ADE	
Dr. Karen Cushman, ADE	
Cody Decker, ADE	
Neal Gibson, ADE	
Bobby Lester, ADE	
Willie Morris, ADE	
Frank Servedio, ADE	
Phyllis Stewart, ADE	
Dr. Gayle Potter, ADE	
Sarah Argue, ADE/Dept. of Higher Ed	
Elbert Harvey, ADE	
Louis Ferren, ADE	
Seth Blomeley, ADE	
Melinda Houlette, ADE	
Shirley Harvell, NAACP	
Vickie Saviers, SBE	
Ray Samaniego, AR PTA Melinda Kinnison	
Belinda Sullivan Akin, AR Leadership Academy	
Dr. Debbie Davis, AR Leadership Academy	
Richard Abernathy, AAEA	
Mike Mertens, AAEA	
Bennie Gooden, Superintendent	
Kathy Smith, Walton Fdn	
Gina Nagel, AEA	

ACADEMIC ACCOUNTABILITY

NCLB Waiver Meeting
Tuesday, December 13, 2011
3:00 p.m.
Sign In Sheet

Name	Signature
John Hoy, ADE	(b)(6)
Annette Barnes Lewis, ADE	
Dr. Laura Bednar, ADE	
Jim Boardman, ADE	
Dr. Karen Cushman, ADE	
Cody Decker, ADE	
Neal Gibson, ADE	
Bobby Lester, ADE	
Willie Morris, ADE	
Frank Servedio, ADE	
Phyllis Stewart, ADE	
Dr. Gayle Potter, ADE	
Sarah Argue, ADE	
Elbert Harvey, ADE	
Louis Ferren, ADE	
Seth Blomeley, ADE	
Melinda Houlette, ADE	

If you're having trouble viewing this email, you may see it online.

Share This:

ARKANSAS DEPARTMENT OF EDUCATION
Dr. Tom W. Kimbrell, Commissioner

Contact: Seth Blomeley, Communications Director | 501-683-4788 | seth.blomeley@arkansas.gov

News Release
January 12, 2012

Arkansas Ranks Fifth in Latest Education Analysis Published by Education Week

LITTLE ROCK — Governor Mike Beebe announced today that Arkansas's public education system placed fifth nationally in the 2012 Quality Counts analysis by Education Week, a nationally respected journal of education policy.

"I am excited by Arkansas's continued rise in the Education Week rankings, but there is more hard work ahead of us," Beebe said. "We've come a long way as a state in our pursuit of academic excellence, and we'll continue making improvements that help our students and our state's future."

Arkansas ranked sixth last year and 10th the previous two years in Education Week's annual calculations. The analysis ranks states on six education policy and performance categories.

"We're very pleased about the latest sign of Arkansas's advancement in education," said Arkansas Education Commissioner Dr. Tom Kimbrell. "To be ranked fifth in the nation indicates that good things are happening in Arkansas schools. Educators and policy makers across the country are taking notice. These are OUR kids. We take very seriously our responsibility to serve each and every child in Arkansas."

Overall, Arkansas scored 81.6, which placed it behind only Maryland, Massachusetts, New York, and Virginia.

Of particular note, Arkansas tied for first with Maryland in the "Transitions and Alignment" category.

Arkansas placed second in the "Teaching Profession" category. It placed sixth in the

"Standards, Assessment and Accountability" category. Other categories scored were "School Finance," "K-12 Achievement," and "Chance for Success."

The analysis was compiled by the Editorial Projects in Education Research Center. It surveyed the country's chief state school officers on a wide range of programs and policy and then independently evaluated the responses.

The rankings can be viewed at
http://www.edweek.org/ew/toc/2012/01/12/index.html?intc=EW-QC12-FL 1

ArkansasEd.org

Arkansas Department of Education | Four Capitol Mall | Little Rock, AR 72201

This email was sent to **brent@flex360.com**. To ensure that you continue receiving our emails, please add us to your address book or safe list.

manage your preferences | **opt out** using **TrueRemove**®.

Got this as a forward? **Sign up** to receive our future emails.

powered by emma

Stricken language would be deleted from and underlined language would be added to present law.
Act 1209 of the Regular Session

State of Arkansas *As Engrossed: H3/15/11*
88th General Assembly **A Bill**
Regular Session, 2011 HOUSE BILL 2178

By: Representatives J. Roebuck, Summers, Westerman, Tyler, Cheatham, *Baird, Barnett, J. Brown, Carnine, Dale, English, D. Hutchinson, McLean, Stewart, Stubblefield, Vines, Webb, Woods*
By: Senators Salmon, *G. Baker, Elliott, J. Jeffress, J. Key, D. Wyatt*

For An Act To Be Entitled

AN ACT TO RESTRUCTURE THE CURRENT METHOD OF EVALUATING ARKANSAS PUBLIC SCHOOL TEACHERS; TO ESTABLISH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM; TO ALIGN PROVISIONS OF THE ARKANSAS CODE CONCERNING PROFESSIONAL DEVELOPMENT AND TEACHER FAIR DISMISSAL WITH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM; TO INCREASE PUBLIC AWARENESS OF EFFECTIVE TEACHERS; AND FOR OTHER PURPOSES.

Subtitle

TO ESTABLISH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM AND ALIGN CURRENT LAW CONCERNING PROFESSIONAL DEVELOPMENT AND TEACHER FAIR DISMISSAL WITH THE SYSTEM.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code § 6-13-1305, concerning site-based decision making policies for school districts, is amended to add an additional subdivision to read as follows:

(10) Teacher evaluations, professional learning plans, and teacher support under the Teacher Excellence and Support System, § 6-17-2801 et seq.

SECTION 2. Arkansas Code § 6-15-1004(c)(1), concerning qualified

teachers, is amended to read as follows:

(c)(1) ~~In order for teachers to be able to renew a license, they must have participated in a continuing education and professional development program based on their school improvement plans, performance evaluation results, and student achievement scores~~ To renew a teaching license, a teacher shall participate in continuing education and professional development:

(A) Based on the teacher's evaluation and professional learning plan under the Teacher Excellence and Support System, § 6-17-2801 et seq.;

(B) As required under § 6-17-704 and other law; and

(C) As required by rule of the State Board of Education.

SECTION 3. Arkansas Code § 6-15-1402(b), concerning the contents of annual school performance reports, is amended to add an additional subdivision to read as follows:

(4) *Beginning with the 2017-2018 school year, for* the school year covered by a school performance report the report shall include:

(A) The total number of teachers who are employed in the public school; and

(B) Of that total, the number who meet each of the following criteria:

(i) Highly qualified teacher;

(ii) Identified as proficient or above under the Teacher Excellence and Support System for the school; and

(iii) Certified by the National Board for Professional Teaching Standards.

SECTION 4. Arkansas Code § 6-17-704(e)(1), concerning professional development plans of school districts, is amended to read as follows:

(e)(1) The professional development offerings may meet the objectives of subdivision (e)(2) of this section developed by the National Staff Development Council and shall comply with the rules of the ~~Department~~ State Board of Education governing professional development.

SECTION 5. Arkansas Code § 6-17-704, concerning professional

development plans of school districts, is amended to add additional subsections to read as follows:

(f) A teacher shall complete any missed hours of professional development through professional development that is:

(1) Substantially similar to the professional development *missed and approved* by the person responsible for the teacher's summative evaluation under the Teacher Excellence and Support System, § 6-17-2801 et seq.; and

(2) Delivered by any method, online or otherwise, approved by the Department of Education under the State Board of Education rules.

(g) Accreditation for or approval of professional development for public school teachers and administrators is governed by the rules of the state board.

SECTION 6. Arkansas Code § 6-17-705(c), concerning professional development credit, is amended to read as follows:

(c) Licensed personnel may earn the twelve (12) hours of professional development credit required under subsection (a) of this section through online professional development credit approved by the Department of Education and related to the:

(1) School district's Arkansas Comprehensive School Improvement Plan; or

(2) Teacher's professional ~~growth~~ learning plan under the Teacher Excellence and Support System, § 6-17-2801 et seq.

SECTION 7. Arkansas Code § 6-17-1504 is amended to read as follows:

6-17-1504. Evaluation — Effect.

(a) Each teacher employed by the board of directors of a school district shall be evaluated in writing ~~annually~~ under the Teacher Excellence and Support System, § 6-17-2801 et seq.

(b) ~~When~~ At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that a the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school

administrator shall:

(1) Bring in writing the problems and difficulties to the attention of the teacher involved; and

(2) Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.

SECTION 8. Arkansas Code Title 6, Chapter 17 is amended to add an additional subchapter to read as follows:

Subchapter 28 — Teacher Excellence and Support System

6-17-2801. Title.

This subchapter shall be known and may be cited as the "Teacher Excellence and Support System".

6-17-2802. Legislative intent.

It is the intent of the General Assembly to:

(1) Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

(2) Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

(3) Provide a basis for making teacher employment decisions;

(4) Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

(5) Encourage highly effective teachers to undertake challenging assignments;

(6) Support teachers' roles in improving students' educational achievements;

(7) Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement *across the state; and*

(8) Increase the awareness of parents and guardians of public

school students concerning the effectiveness of public school teachers.

6-17-2803. Definitions.

As used in this subchapter:

(1) "Artifact" means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

(A) Relates to the evaluation rubric; and

(B) Represents output from one (1) or more of the following, without limitation:

(i) Lesson plans or pacing guides aligned with the state standards;

(ii) Self-directed or collaborative research approved by an evaluator;

(iii) Participation in professional development;

(iv) Contributions to parent, community, or professional meetings;

(v) Classroom assessments including:

(a) Unit tests;

(b) Samples of student work, portfolios, writing, and projects;

(c) Pre-assessments and post-assessments; and

(d) Classroom-based formative assessments;

(vi) District-level assessments including:

(a) Formative assessments;

(b) Grade or subject level assessments;

(c) Department-level assessments; and

(d) Common assessments;

(vii) State-level assessments including:

(a) End-of-course assessments;

(b) Statewide assessments of student achievement; and

(c) Career and technical assessments; and

(viii) National assessments including:

(a) Advanced placement assessments;

(b) Norm-referenced assessments; and

(c) Career and technical assessments;

(2)(A) "Evaluation" means the process under this subchapter used to:

(i) Assess with evidence what a teacher should know and be able to do as measured by the categories and performance levels of an evaluation framework; and

(ii) Promote teacher growth through professional learning.

(B) "Evaluation" does not include a teacher's performance relating to competitive athletics and competitive extracurricular activities;

(3) "Evaluation framework" means a standardized set of teacher evaluation categories that provide the overall basis for an evaluation;

(4) "Evaluation rubric" means a set of performance descriptors for each teacher evaluation category in the evaluation framework;

(5) "Evaluator" means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers;

(6) "External assessment measure" means a measure of student *achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator;*

(7) "Formal classroom observation" means an announced visit to a classroom that:

(A) Is preceded by a pre-observation conference to discuss the lesson plan and objectives;

(B)(i) Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree (360°) video technology.

(ii) The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period;

(C) Facilitates a professional dialogue for the teacher and evaluator; and

(D) Provides essential evidence of the teacher's classroom practices;

(8) "Formative assessment" means an evaluation of a student's learning that is given before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction;

(9) "Informal classroom observation" means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:

(A) Unannounced; or

(B) For a shorter period of time than a formal classroom observation;

(10) "Intensive support status" means the employment status administered under this subchapter that is assigned to a teacher under § 6-17-2807;

(11) "Interim teacher appraisal" means a form of evaluation, other than a summative evaluation, that:

(A) Provides support for teaching practices; and

(B) Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation categories of a summative evaluation;

(12) "Novice teacher" means a teacher having less than one (1) school year of public school classroom teaching experience;

(13) "Post-observation conference" means a conference between the teacher and evaluator following a formal classroom observation to discuss:

(A) The evaluator's observations; and

(B) Artifacts presented by the teacher after the formal classroom observation;

(14) "Pre-observation conference" means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation;

(15) "Probationary teacher" means the same as probationary teacher under § 6-17-1502;

(16) "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment

of student achievement administered through:

(A) The Arkansas Comprehensive Testing, Assessment, and Accountability Program, § 6-15-401 et seq.; or

(B) A program of common core assessments administered under rules of the State Board of Education;

(17) "Summative assessment" means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course;

(18) "Summative evaluation" means an evaluation of a teacher's performance that evaluates all categories of the evaluation framework that supports:

(A) Improvement in the teacher's teaching practices and student achievement; and

(B) A school district's employment decision concerning the teacher;

(19)(A) "Teacher" means a person who is:

(i) Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

(ii) Employed in a public school as a:

(a) Classroom teacher engaged directly in instruction with students in a classroom setting;

(b) Guidance counselor;

(c) Library media specialist;

(d) Special education teacher; or

(e) Teacher in another position identified by the state board.

(B) "Teacher" also includes a nonlicensed classroom teacher employed at a public charter school under a waiver of teacher licensure requirements granted by the state board in the charter.

(C) "Teacher" does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator; and

(20) "Tested content area" means a teaching content area that is tested under a statewide assessment of student achievement.

6-17-2804. Administrative agency responsibilities.

(a) The State Board of Education shall promulgate rules for the Teacher Excellence and Support System consistent with this subchapter.

(b) The rules shall, without limitation:

(1) Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student *learning includes trend data and is not limited to a single assessment;*

(2) Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

(3) Reflect evidence-based or proven practices that improve student learning;

(4) Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

(5) Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

(6) Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;

(7) Require annual evidence of student growth from artifacts and external assessment measures;

(8) Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;

(9) Include procedures for implementing each component of the Teacher Excellence and Support System; and

(10) Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement a Teacher Excellence and Support System under this subchapter.

6-17-2805. Summative evaluations.

(a) The evaluation framework for a summative evaluation for a classroom teacher shall include:

(1) The following teacher evaluation categories:

(A) Planning and preparation;

(B) Classroom environment;

(C) Instruction; and

(D) Professional responsibilities; and

(2) An evaluation rubric using nationally accepted descriptors that consists of the following four (4) performance levels:

(A) Distinguished;

(B) Proficient;

(C) Basic; and

(D) Unsatisfactory.

(b) A summative evaluation shall result in a written:

(1) Evaluation determination for the teacher's performance level on each teacher evaluation category; and

(2) Summative evaluation determination of the teacher's performance level on all teacher evaluation categories as a whole.

(c) A summative evaluation shall use an appropriate evaluation framework, evaluation rubric, and external assessment measurements for a teacher who is not a classroom teacher including without *limitation:*

(1) A guidance counselor;

(2) A library media specialist;

(3) A special education teacher; or

(4) Other teacher as identified by the State Board of Education.

(d)(1) In a tested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator shall be external assessment measures chosen by the teacher and evaluator, or by the evaluator if the teacher and evaluator are unable to *agree.*

(2)(A) Except as provided in subdivision (d)(2)(B), in a nontested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, shall be external assessments.

(B) If an external assessment measure does not exist for the non-tested content area, the Department of Education shall by rule determine the type of artifact that may be used otherwise to satisfy the external assessment measure requirement under subdivision (d)(2)(A) of this section.

(e) A summative evaluation process shall include:

(1) A pre-observation conference and post-observation

conference;

(2) A formal classroom observation and informal classroom observation.

(3) Presentations of artifacts chosen by the teacher, the evaluator, or both;

(4) An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

(5) A written evaluation determination for each teacher evaluation category and a written summative evaluation determination;

(6) Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and

(7) *Feedback* from the teacher concerning the evaluation process and evaluator.

6-17-2806. Teacher support components.

(a)(1) Except as provided in subdivision (a)(3) of this section, a teacher being evaluated and the evaluator, working together, shall develop a professional learning plan for the teacher that:

(A) Identifies professional learning outcomes to advance the teacher's professional skills; and

(B) Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.

(2) The professional learning plan shall require that at least one-half (1/2) of the professional development hours required by law or rule *for a teacher are directly related to one (1) or more of:*

(A) The teacher's content area;

(B) Instructional strategies applicable to the teacher's content area; or

(C) The teacher's identified needs.

(3) If a teacher and evaluator cannot agree on a professional learning plan, the evaluator's decision shall be final.

(4)(A) For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional learning plan.

(B) Until the teacher is removed from intensive support

status, all professional development identified in the professional learning plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's *needs.*

(b)(1) Interim teacher appraisals shall be used to support teachers on an ongoing basis throughout the school year and:

(A) Provide a teacher with immediate feedback about the teacher's teaching practices;

(B) Engage the teacher in a collaborative, supportive learning process; and

(C) Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments.

(2) The interim teacher appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:

(A) A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;

(B) An instructional facilitator;

(C) A curriculum specialist; or

(D) An academic coach for the teacher's content area.

(c) The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:

(1) Provides training, support, and follow-up to novice teachers to increase teacher retention;

(2) Establishes norms of professionalism; and

(3) Leads to improved student achievement by increasing effective teacher performance.

6-17-2807. Intensive support status.

(a)(1) An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation category of the evaluation framework.

(2) An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of

descriptors in a teacher evaluation category.

(b) If a teacher is placed in intensive support status, the evaluator shall:

(A) Establish the time period for the intensive support status; and

(B)(i) Provide a written notice to the teacher that the teacher is placed in intensive support status.

(ii) The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

(c)(1) The period of time specified by the evaluator for intensive support status shall afford the teacher *an* opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

(2) Intensive support status shall not last for more than two (2) consecutive semesters, unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for *up to two (2)* additional consecutive *semesters.*

(d) The evaluator shall work with the teacher to:

(1) Develop a clear set of goals and tasks that correlate to:

(A) The professional learning plan; and

(B) Evidence-based research concerning the evaluation category that forms the basis for the intensive support status; and

(2) Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.

(e)(1) If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status.

(2) The teacher shall be offered the support necessary to use formative assessments under this subsection during the intensive support status.

(f) At the end of the specified period of time for intensive support status, the evaluator shall:

(1) Evaluate whether the teacher has met the goals developed and

completed the tasks assigned for the intensive support status; and

(2) Provide written notice to the teacher that the teacher is either:

(A) Removed from intensive support status; or

(B) Failed to meet the goals and complete the tasks of the intensive support status.

(g)(1) If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

(2)(A) Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.

(B) A recommendation for termination or nonrenewal of a teacher's contract under this section shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(3) When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under subdivision (g)(2) of this section, the public school:

(A) Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq., but is exempt from the provisions of § 6-17-1504(b); and

(B)(i) If the public school has substantially complied with the requirements of § 6-17-2807, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(ii) The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(4) This section does not preclude a public school superintendent from:

(A) Making a recommendation for the termination or

nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.; or

(B) Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

6-17-2808. Implementation – Applicability.

(a) Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under the rules established by the State Board of Education.

(b)(1) Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

(A) Novice teacher;

(B) Probationary teacher; or

(C) Teacher who successfully completed intensive support status within the current or immediately preceding school year.

(2)(A) At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under subdivision (b)(1) of this section.

(B) In a school year in which a summative evaluation is not required for a teacher under this subdivision (b)(2), the teacher:

(i) Shall focus on elements of the teacher's professional learning *plan as approved by the evaluator that* are designed to help the teacher improve his or her teaching practices; and

(ii) With the evaluator's approval may:

(a) Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

(b) Conduct self-directed research related to the teacher's professional learning plan under § 6-17-2806.

(C) During the two (2) years in which a summative evaluation is not required, a public school may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the

evaluation framework and evaluation rubrics that are relevant to the evaluation.

(c)(1) A teacher shall:

(A) Participate in the Teacher Excellence and Support System under this subchapter, including without limitation in:

(i) Classroom observations; and

(ii) Pre-observation and post-observation conferences; and

(B)(i) Collaborate in good faith with the evaluator to *develop the teacher's professional learning plan under § 6-17-2806(a).*

(ii) If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final.

(2) A failure to comply with this subsection may be reflected in the teacher's evaluation.

(d) Every teacher contract renewed or entered into after the effective date of this subchapter is subject to and shall reference this subchapter.

(e) A public school that in the 2012-2013 and 2013-2014 school years uses a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System may continue to use that system and is deemed to have met the requirements of this section.

6-17-2809. Administrator evaluations.

The Department of Education shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators that weight an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.

SECTION 9. Arkansas Code § 6-20-2305(b)(5)(B), concerning public school funding for professional development, is amended to read as follows:

(B) Funding for professional development for teachers in Arkansas public schools required under the Teacher Excellence and Support System, § 6-17-2801 et seq., other law or rule, or by the school district shall be used for professional development activities and materials that:

(i) ~~improve~~ Improve the knowledge, skills, and

effectiveness of teachers~~,~~;

(ii) Address the knowledge and skills of administrators~~,~~ and paraprofessionals concerning effective instructional strategies, methods, and skills ~~for improving teaching practices and~~;

(iii) Lead to improved student academic achievement; and

(iv) Provide training for school bus drivers as outlined in rules promulgated by the State Board of Education.

SECTION 10. DO NOT CODIFY.

(a) By September 1, 2012, the State Board of Education shall develop the evaluation framework, evaluation rubric, and all rules for implementation of this act.

(b)(1) Between September 1, 2012, and August 31, 2013, the Department of Education, or any educational association approved by the department, shall conduct training sessions for all superintendents, administrators, evaluators, and teachers on the Teacher Excellence and Support System.

(2) The department shall ensure that the participants have more than one (1) opportunity to participate in the training.

(c) In the 2013-2014 school year, the department shall implement a one-year pilot program using the Teacher Excellence and Support System in one (1) or more school districts and shall obtain feedback from the superintendents, administrators, evaluators, and teachers involved in the pilot program to inform the department concerning needed amendments to state board *rules or changes in state law.*

/s/J. Roebuck

APPROVED: 04/05/2011

03-07-2011 16:05:05 CLR050

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.

Act 222 of the Regular Session

State of Arkansas *As Engrossed: H1/30/09 H2/4/09 H2/6/09 S2/12/09*
87th General Assembly **A Bill**
Regular Session, 2009 HOUSE BILL 1034

By: Representatives Cook, Abernathy, M. Burris, George, Rainey, J. Roebuck, *Betts, Dale, Perry, G. Smith, Wagner, Blount, Breedlove, J. Brown, Cheatham, J. Dickinson, Nix, Pennartz, Tyler*
By: Senator Broadway

For An Act To Be Entitled

AN ACT TO STRENGTHEN THE SYSTEM OF ARKANSAS *EDUCATIONAL LEADERSHIP DEVELOPMENT; AND FOR OTHER PURPOSES.*

Subtitle

AN ACT TO STRENGTHEN ARKANSAS EDUCATIONAL LEADERSHIP DEVELOPMENT.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code Title 6, Chapter 1, is amended to add an additional subchapter to read as follows:

SUBCHAPTER 4 - SCHOOL LEADERSHIP COORDINATING COUNCIL

6-1-401. Title.

There is established the "School Leadership Coordinating Council".

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, 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, closing of achievement gaps, increased student and adult performance, increased recruitment of effective leaders, and increased capacity for instructional leaders, thus will increase the number of Arkansas citizens with bachelors degrees.

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 Workforce 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) Devise a system of gathering data which 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 Workforce 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.

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 Workforce 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 Educational Service Cooperatives.

(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 chairmenship 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 Workforce 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.

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.*

SECTION 2. Arkansas Code § 6-15-440 is amended to read as follows:

(a)(1) There is created the Arkansas Leadership Academy School Support Program through which the Arkansas Leadership Academy in collaboration with *the Department of Education* and other leadership groups *shall provide support to schools or school districts designated by the department as being in school improvement* and other school districts who opt to participate.

(2) The program shall be designed, developed, and administered by the academy created under § 6-15-1007.

(b) The program shall:

(1) Build the leadership capacity of the school and school district personnel;

(2) Train a diverse school leadership team, including, but not limited to, ~~the~~ superintendents, school principals and teachers;

(3) Provide a cadre of highly experienced, trained performance coaches to work in the school or school district on a regular basis; and

(4) Work with the school and school district staff, school board members, parents, community members, and other stakeholders as necessary to provide a comprehensive support network that can continue the school's progress and improvement after completion of the academy's formal intervention and support.

(5) Ensure access to training programs and leadership skills development;

(6) Develop incentive programs for institutions and program participants;

(7) Assist in the development of partnerships between university leadership programs and school districts; and

(8) Work closely with the School Leadership Coordinating *Council, the Department of Education, the Department of Higher Education, and the Department of Workforce Education to coordinate cohesive leadership goals.*

(c)(1) The department and the academy shall develop criteria for selection of schools or school districts to participate in the program.

(2) Any school district that is in school improvement ~~*may be invited, strongly encouraged, or required to*~~ shall be eligible to participate in the program as provided in the rules of the State Board of Education.

(3) The academy and participating schools shall commit to *continue participation in the school support program for no fewer than three (3) consecutive* school years.

(d)(1) The number of schools participating in the program shall be determined by the amount of funding available for the program.

(2) The state board or the department may require a school district to fund a portion of the cost of the school's or school district's *participation in the school support program if the Commissioner of Education*

determines that such participation is in the best interest of the students served by the participating school or school district.

(3) Subject to the approval of the state board, the commissioner shall determine the portion of the school district's financial obligation for participation in the program, if any.

(e) The state board shall promulgate rules as necessary to implement the requirements of this section.

(f)(1) The State Board of Education shall have the authority to issue requests for proposals if the state board should determine to change the operator or the location of the Arkansas Leadership Academy.

(2) The academy shall maintain one (1) main office and, as needed, satellite offices partnered with institutions of higher education that have approved leadership programs and are strategically located in areas of the state identified by the Department of Education as having the greatest need for school leadership support.

SECTION 3. NOT TO BE CODIFIED. The document attached hereto titled "Prologue" contains the Leadership Taskforce recommendations as submitted to the Adequacy Study Oversight Subcommittee, the House Interim Committee on Education, and the Senate Interim Committee on Education. The document, "Prologue", shall be filed in the journals of the House and Senate.

SECTION 4. EMERGENCY CLAUSE. It is found and determined by the General Assembly of the State of Arkansas that it is the constitutional obligation of the state to ensure that the state's public school children receive an equal opportunity for an adequate education; that to ensure that opportunity, it is essential to have strong and effective school leaders; and that this act is immediately necessary to allow the Department of Education, *the Department of Higher Education, the Department of Workforce Education, and the Arkansas Leadership Academy to* address deficiencies in the Arkansas's educational leadership system. Therefore, an emergency is declared to exist and this act being immediately necessary for the preservation of the public peace, health, and safety shall become effective on:

(1) The date of its approval by the Governor;

(2) If the bill is neither approved nor vetoed by the Governor, the expiration of the period of time during which the Governor may veto the

bill; or

(3) If the bill is vetoed by the Governor and the veto is overridden, the date the last house overrides the veto.

/s/ Cook

APPROVED: 2/25/2009

Minutes
State Board of Education Meeting
Monday, July 12, 2010

The State Board of Education met Monday, July 12, 2010, in the auditorium of the Department of Education building. Dr. Naccaman Williams, chairman, called the meeting to order at 9 a.m.

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

Absent: Jim Cooper

Ms. Newton wasn't feeling well and left the meeting at 10:30 a.m.

Reports

Chair's Report:

- Dr. Williams welcomed Vandy Nash, 2010-2011 Teacher of the Year, and invited her participation in Board discussions. Ms. Nash, a teacher at Indian Hills Elementary in the North Little Rock School District, is on loan to the Department of Education for the next school year. She will serve as an ambassador of the teaching profession.
- Chairman Williams congratulated Ms. Dorothy Gillam, Administrative Analyst in the Commissioner's Office, on her 45 years of service to the Department of Education.
- In honor of her years of service and her many contributions; Dr. Kimbrell announced Ms. Gillam would have reserved parking in space 11.
- Ms. Mahony reported her participation in the 2010 PromiseNet conference held June 16-18 in Kalamazoo, Michigan. She served as a panelist for a roundtable discussion on how programs like Promise can be structured to address a community's economic development needs while improving college access for secondary school students.

Commissioner's Report:

- Dr. Kimbrell announced the retirement of Dr. Charles Watson, State Board Liaison, and recognized his 40-year career in education.
- Commissioner Kimbrell extended appreciation to Mr. Tommy Arant for his work over the past several months in the Twin Rivers School District. It

was noted Mr. Arant worked tirelessly in a difficult situation to improve educational opportunities for the students.

Coordinated School Health – Dr. Dee Cox

Dr. Cox provided an update of the coordinated school health efforts and announced the nine wellness center grantee districts—Dollarway, El Dorado, Fayetteville, Gurdon, Lavaca, Lincoln, Harrison, Paragould and Springdale. She noted the grantees would receive training later in the week.

Kathleen Courtney, Coordinated School Health Program Advisor, discussed the 2009 Arkansas Youth Risk Behavior Survey in which students in grades 9-12 reported about alcohol, tobacco and other health risk behaviors. Of the 1,690 survey participants: 16 percent reported physical abuse by a boyfriend/girlfriend during the past 12 months; 60 percent had tried cigarette smoking; 70 percent had tried alcohol; 37 percent had used marijuana; 54 percent had engaged in sexual intercourse; 46 percent were trying to lose weight; 22 percent attended daily PE classes; and 36 percent watched three or more hours of TV each school day.

Ms. Gullett asked how the data was being used to make a difference in the classroom.

Ms. Courtney said the information helps teachers target and integrate classroom activities designed to help students make better decisions.

Amendment of the Agenda

Dr. Williams said a request had been received from the Professional Licensure Board to add an amendment to the rule for administrator licensure in agenda item A-12a.

Ms. Burrow moved, seconded by Ms. Saviers, to add the amendment for administrative licensure to A-12a. The motion carried.

Consent Agenda

Dr. Williams pointed out the retirement of Patricia Brewer after 40 years of service as well as the retirement of Ron Tolson and Dr. Charles Watson.

It was noted Consent Agenda items 5-9 did not notify teachers they could appeal the decision of the Professional Licensure and Standards Board to the State Board of Education for the final decision.

Ms. Gullett moved, seconded by Ms. Mahony, approval of the Consent Agenda. The motion carried.

Items included in the Consent Agenda:

- Minutes of the June 14, 2010 Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Appointment of Dr. John Jones, Dean of College of Education at the University of Arkansas at Fort Smith, and Carolyn Odum, Principal at Randall G. Lynch Middle School in the Farmington School District, to the Professional Licensure Standards Board
- Sanctions for Teachers as Recommended by the Professional Licensure Standards Board
    - Albert Camp
    - Tammy Fisher
    - James Kendig, Jr.
    - Rodney Major
    - Edward Taylor

Action Agenda

Arkansas Better Chance Funding Recommendations 2010-2011

Jamie Morrison, ABC Program Administrator, requested approval of grant funding totaling $6,111,680 as proposed by DHS/Division of Child Care and Early Childhood Education under the Arkansas Better Chance program.

Mr. Ledbetter moved, seconded by Ms. Mahoney, approval of the Arkansas Better Chance Funding for 2010-2011. The motion carried.

Consideration of Amended Public School Fund Budget for FY10

Ted Moore, Budget Coordinator, summarized the changes in the FY10 Public School Fund budget since approved by the Board in June 2009. The changes reflected reductions in General Revenue and the Educational Excellence Trust Fund totaling approximately $102 million. Mr. Moore said by using the $50.1 million unrestricted fund balance and transferring $16.9 million from Public School Facilities, total program reductions were reduced to $35.1 million.

Mr. Moore reported the ending balance at $35 million. He explained that $25 million of the balance was revenue above that forecasted by Department of Finance and Administration.

Dr. Kimbrell said some of the changes were reconciliation of over-budgeted items.

Ms. Newton moved, seconded by Ms. Saviers, approval of the amended Public School Fund Budget for FY10. The motion carried.

Consideration of the Public School Fund Budget for FY11

Mr. Moore presented the FY11 budget totaling $2,587,706,466, an increase of $30,592,407 over FY10. He said the FY11 budget reflected the $35 million carry-forward from FY10. In pointing out some of the increases, he said the National School Lunch Act funding increased by $9.3 million and the consolidation incentive program increased by $8 million to accommodate five new consolidations.

Mr. Moore said school districts would receive $6,023 per student in Foundation Aid, up from $5,905 last year.

Ms. Saviers asked about the reduction of funds to distance learning.

Dr. Kimbrell explained that distance learning was funded through the educational cooperatives. He said he met with those providers and all but two could operate without additional funds for FY11 and still provide services to school.

Ms Gullett asked if the Pygmalion Commission would be discontinued.

Dr. Kimbrell said the $40,000 funded to Pygmalion in past years would be discontinued. He said professional development activities the Commission had provided in the past would now come through the ADE professional development unit and that Alternative Learning Education staff would provide administrative services and support to the Commission.

Davis Hendricks, legislative advocate for Arkansas Gifted and Talented Educators (AGATE) expressed concerns regarding the reduction of funding for gifted and talented supervisors. He said GT supervisors anchored the programs in the schools and, if funding was not restored, continuity of services would be impacted.

Dr. Kimbrell pointed out that each school is required to have a GT coordinator and reducing the funding to educational cooperatives for GT supervisors would not directly impact services to students.

Dr. Mays questioned the $2.5 million originally budgeted for speech pathologists.

Mr. Moore explained there was an appropriation but no funding to provide a $5,000 bonus to speech pathologists.

Dr. Mays moved, seconded by Ms. Mahony, acceptance of the FY11 budget. The motion carried.

Consideration for Approval: Adoption of the Common Core State Standards

Dr. Gayle Potter, Associate Director of Curriculum and Assessment, recommended adoption of the Common Core State Standards. Dr. Potter said the state-led set of learning standards in mathematics and English language arts, an initiative of the Council of Chief State School Officers and the National Governors Association, were designed to prepare students to be ready for college and career upon graduation from high school. The internationally benchmarked standards are considered to be higher, fewer and deeper than those found in many states. The objective, as Dr. Gayle Potter pointed out, is to allow teachers to teach to deeper levels of understanding for permanent learning.

Dr. Potter discussed the need for a transition plan to incorporate the standards into the state's classrooms, complete with curriculum, professional development and a new set of assessments. She asked the Board to adopt the standards with the understanding they would not be implemented until the new tests were in place.

Ms. Saviers suggested a communication plan be developed to explain the new standards so educators, students and parents could easily understand the expectations.

Ms. Gullett moved, seconded by Ms. Saviers, adoption of the Common Core State Standards. The motion carried.

Request for Charter Amendment of Open-Enrollment Public Charter School: Kipp Delta Public Schools, Helena and Blytheville, AR

Scott Shirey, Executive Director of KIPP Delta Public Schools, requested the following amendments to the charter: a waiver from monthly board meetings; a change in the dismissal time for the Helena campus from 5 p.m. to 4 p.m.; allow sixth, seventh and eighth grade students to take algebra; flexibility to teach physical science in the eighth grade; and elimination of Ds from the grading scale.

Mr. Ledbetter moved, seconded by Ms. Burrow, to grant the amendments. The motion carried.

Review of Open Enrollment Public Charter School: Hope Academy, Pine Bluff, AR

Dr. Mary Ann Duncan, Charter Schools Coordinator, updated the Board on the status of Hope Academy, which opened in 2007. Dr. Duncan reported that on May 29, 2010, the U.S. Department of Agriculture terminated the school's National School Lunch and breakfast programs. This action was taken as a result of the Academy seeking $28,288.13 in reimbursement for free and reduced meals beyond the amount for which it qualified.

Dr. Duncan reported preliminary 2010 scores indicated 82 percent of the school's fifth grade students scored below grade level in math. The charter called for no more than 20 percent of the students scoring below grade level the first three years the school was open.

Bill Goff, Assistant Commissioner for Fiscal Services, said the school had a bank balance of approximately $24,000 prior to repaying the food program debt. He said the school's budget for the FY10-11 school year relied on growth in enrollment to meet revenue projections and, therefore, would likely end the year with a negative balance.

Ms. Saviers moved, seconded by Ms. Gullett, to revoke the charter for Hope Academy. The motion carried in a roll call vote:

Yeas: Mays, Burrow, Ledbetter, Mahony, Saviers, Gullett
Nays: None

Request Approval of the Accreditation Status Report for Arkansas Public Schools and School Districts 2009-2010

Dr. Charity Smith, Assistant Commissioner for Academic Accountability, and Johnie Walters, Standards Assurance Unit Leader, presented the 2009-2010 accreditation status report reflecting 778 fully accredited schools; 227 accredited-cited schools; 63 accredited-probationary schools; 11 districts accredited-cited and 4 districts accredited-probationary. Thirteen of the 63 accredited-probationary schools have violated standards for two consecutive years.

Northwood Middle School in the Pulaski County Special School District and the Academy of Excellence Conversion Charter School in the Osceola School District are in violation of standards for three consecutive years. The status of both schools will be brought before the Board at the August meeting.

Ms. Mahony moved, seconded by Dr Mays, approval of the 2009-2010 Accreditation Status Report excluding Har-Ber High School in the Springdale School District. The motion carried.

Consideration for Final Approval: Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds

Bill Goff said the third public hearing on the Rules was held June 2, 2010.

Mr. Ledbetter noted a recommendation from Scott Shirey in the written comments to add to section 6.07.1.2 Qualifications for Specialists/Coaches (K-12 and/or Instructional Facilitators "*or completion of the required two-year training and teaching component of the Teach for America program.*"

Mr. Ledbetter moved, seconded by Dr. Mays, approval of the final rule with additional language in 6.07.1.2 to allow for the completion of the two-year training and teaching component of the Teach for America program as a qualification. The motion carried.

Consideration for Final Approval: Proposed Rules Governing Closing the Achievement Gap

Dr. Laura Bednar, Assistant Commissioner of Learning Services, said a public hearing was held March 31, 2010, but no written comments were received. She said Learning Services would revisit sections 3.01, 3.02 and 3.04 in an effort to provide maximum support to schools

Ms. Burrows moved, seconded by Ms. Mahony, approval of the Rules. The motion carried

Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)

Jeremy Lasiter, General Counsel, said that although the Rules had undergone some clean up other revisions would be probably be needed after the next legislative session. He said the Department hoped to get clarification in the law to break out all components of the Rules by state and federal requirements.

Mr. Ledbetter moved, seconded by Ms. Saviers, approval of the Rules. The motion carried.

Consideration for Final Approval: Rules Governing Eligibility and Financial Incentives for Certified Speech-Language Pathologists

In presenting the Rules, Beverly Williams, Assistant Commissioner of Human Resources, said the intent was to attract speech pathologists and to encourage them to get the additional certification by offering a $5,000 incentive bonus for a period of ten years.

Ms. Gullett moved, seconded by Dr. Mays, approval of the Rules. The motion carried.

Consideration for Final Approval: Rules Governing Initial, Standard/ Professional and Provisional Teacher Licensure

In presenting the Rules, Ms. Williams said after being tabled last month they had undergone some minor revision. The definition of mentor contained the phrase "master teacher." She said the word master had been eliminated.

Ms. Williams requested permission to replace the word professional with advanced in reference to teacher licensure. She pointed out that Rules previously approved by the Board would also need to be changed to reflect advanced rather than professional.

Ms. Mahony moved, seconded by Ms. Burrow, approval of the Rules as amended. The motion carried.

Consideration for Final Approval: Rules Governing Initial, Standard/Professional Administrator and Administrator-Arkansas Correctional School Licensure

Ms. Williams presented a recommendation from the Professional Licensure Standards Board to clarify the meaning of employment as used in the Rules. She said the proposed change was *employed by a school district and not contracted services.*

Board members expressed concern regarding the number of years experience required for administrator licensure.

Ms. Gullett moved, seconded by Ms. Saviers, approval to put the Rules back out for public comment. The motion carried.

Reconsideration of Decision on School Choice Petition Denial by the Bryant School District *(A complete record of the appeal is available in the State Board office.)*

Jeremy Lasiter presented an appeal filed by Ms. Belinda Thornhill regarding the decision of the Bryant School District to deny the Arkansas Public School Choice Act application of her son Hunter Thompson.

Ms. Thornhill said she moved to Benton from Oklahoma in the spring and with the approval of Benton School District and Bryant School District enrolled her son in Bryant. She then completed the school choice application so her son could remain at Bryant for the 2010-2011 school year.

Ms. Thornhill said she received a letter approving her son's school choice application, but was later contacted by Don McGohan, Assistant Superintendent in the Bryant district, notifying her the approval was revoked. She said Bryant received Hunter's records from his former school indicating he had an IEP.

Jay Bequette, legal counsel for Bryant, said the district revoked the approval because Ms. Thornhill gave incorrect or misleading information regarding her son's need for special services. He added the district's special education classes were already operating near capacity and needed to reserve space for new students who would reside within district boundaries.

Bryant staff member Vickie Kingston said 3.5 new special education teachers had been added this year to accommodate the growing number of special needs students.

Ms. Mahony asked how many special needs students had been accepted on school choice.

The district's response was "none."

Mr. Ledbetter said he was not comfortable putting districts in a position to have to add staff.

Mr. Ledbetter moved, seconded by Ms. Mahony, to uphold denial of the petition. The motion failed in a roll call vote.

Yeas: Ledbetter, Mahony
Nays: Burrow, Gullett, Mays, Saviers

Dr. Mays moved, seconded by Ms. Saviers, to overturn the district's decision to deny the school choice application for Hunter Thompson. The motion carried in a roll call vote.

Yeas: Burrow, Gullett, Mays, Saviers
Nays: Ledbetter, Mahony

Request for Report

Dr. Mays requested a report of athletic expenditures at the August meeting.

Adjournment

The meeting adjourned at 4:07 p.m.

These minutes were recorded by Phyllis Stewart.

Commissioner Department of Education

Chair State Board of Education

Arkansas Common Core Strategic Plan

The Arkansas plan articulates a vision of success, describing in detail various levels of alignment and implementation success, identifying best practices for alignment and implementation of standards, creating tools and methods to help districts and schools design an aligned system for learning, and incorporating points of view from a broad cross-section of stakeholders.

The Arkansas plan for implementation of the Common Core State Standards (CCSS) is considered to be a work-in-progress. It is constantly being revised, edited, and expanded to assist Arkansas educators as they implement CCSS. As requested, information from various stakeholders and/or organizations specified in this plan will be added in the "Additional Information" box at the end of each Strategic Action Area. All updates will be dated. Upon full implementation of the CCSS, this document is intended to show the work by Arkansas educators beginning with the initial creation of this plan in October, 2011.

The Curriculum and Instruction Unit at the Arkansas Department of Education is committed to providing educators with resources to assist in implementing CCSS. A resource document titled, "What Every Arkansas Educator Needs to Know About CCSS" can be found at:
http://ccssarkansas.pbworks.com

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Strategic Action Area 1: COMMUNICATION

➢ Successful implementation of the Common Core State Standards requires a focus on communication, a process of collective thinking, inquiry, and sharing that leads to a clearer, common understanding.

Desired Outcome 1A: Translates the standards to support broader understanding of intent and implications.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Teachers will implement the vision for implementation of CCSS	Schools will support the vision of and provide resources for implementation of CCSS	Districts will support the vision of and provide resources for implementation of CCSS	Co-ops will support the vision for implementation of CCSS	ADE will develop and communicate a vision for the implementation of CCSS
2012-2013					
2013-2014					

Desired Outcome 1B: Communicate the levels of expectations of the standards to all stakeholders.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Schools will identify a math lead and an ELA lead to receive CCSS information and to be responsible for relaying information to all teachers	The principal will work with the ELA and math leads to plan and deliver professional development and to provide information regarding CCSS	The district will identify key district leaders to plan and support professional development and to provide information regarding CCSS	Co-ops will identify staff to support districts/schools in their implementation of CCSS; Stakeholders will share communications with membership, promote the plan for CCSS implementation, and identify their roles in the support of student college and career readiness	ADE will communicate information via the delivery chain
2012-2013					
2013-2014					

Additional Information:	
10/11/11	The Arkansas CCSS Guiding Coalition and ASCD (in partnership with the Arkansas Department of Education, the Council of Chief State School Officers, and Arkansas ASCD) will host a Summit to advance the successful implementation of the CCSS. Throughout the summit, participants will be able to: collaborate with colleagues to help assess state and local needs to ensure the successful implementation of the CCSS, participate in interactive sessions to learn and share successful implementation strategies and practices from national and Arkansas colleagues, understand the importance of a whole child approach to education in setting the foundation for success from kindergarten through college and career choices, and begin an effective communication plan to bring awareness of the CCSS to your community stakeholders. (1A)

Strategic Action Area 2: CURRICULUM

➢ Successful implementation of the Common Core State Standards requires a curriculum to be a well-defined set of research-based experiences in which students and instructors are engaged to attain understanding and achievement of outcomes and expectations aligned to the standards.

Desired Outcome 2A: Translate the standards to support implementation.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	K-12 teachers will develop and implement curriculum aligned to the CCSS, participate in CCSS Institutes, work in PLCs to focus on student learning and will report implementation progress to school leadership	School representatives (principal, math lead, ELA lead) will develop and implement curriculum aligned to CCSS, participate in CCSS Institutes, provide information from CCSS Institutes to all K-12 teachers, provide on-going support to teachers for full implementation of CCSS and will report implementation progress to district	District representatives (Superintendent and/or key personnel who support principals and facilitate professional development) will develop curriculum aligned to CCSS, participate in CCSS Institutes, provide support, deliver information to schools and report implementation progress to Co-ops	AETN/ArkansasIDEAS will host CCSS Institutes; Co-ops will facilitate CCSS Institues via CIV; Co-ops will provide support to districts and will report implementation progress to ADE	ADE will provide on-going guidance for curriculum development via "What Every Arkansas Educator Needs to Know About Common Core State Standards"; ADE will provide CCSS Institutes and supporting materials; ADE will provide support to regional cooperatives and STEM centers
2012-2013					
2013-2014					

Desired Outcome 2B: Develop tools and evaluations to help identify and select appropriate resources and materials.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	PLCs will utilize the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Schools will utilize the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Districts will share the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Co-ops and STEM Centers will share the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	ADE will provide an analysis tool for evaluating instructional materials specific to CCSS for ELA and math
2012-2013	Teachers will use technology as a tool for learning	Schools will provide professional development and support as needed to use technology as a tool for learning	Districts will design curriculum and provide professional development and support as needed to use technology as a tool for learning	Co-ops and STEM Centers will support the use of technology as a tool for learning	ADE will provide guidance on best practices for using technology as a tool for learning
2013-2014					

Additional Information

12/8/11 CCSS Institute #1 (2A)

Strategic Action Area 3: ASSESSMENT

➢ Successful implementation of the Common Core State Standards requires assessments that include the processes used to measure student progress toward attainment of the standards and the ongoing learning in the classroom.

Desired Outcome 3A: Develop training programs to build assessment literacy.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	PLCs will discuss implemention of the district assessment plan and report progress to the school	Schools will provide professional development and support to teachers for full implementation of the district assessment plan and report implementation progress to the district	Districts will develop a district assessment plan, support schools in implementing the district assessment plan and report implementation progress to the Co-op	Co-ops and STEM Centerswill build internal capacity to provide and support professional development for assessment literacy and will report implementation progress to the ADE	ADE will create professional development for assessment literacy which includes templates for a district assessment plan
2012-2013					
2013-2014					

Desired Outcome 3B: Ensure teachers utilize formative assessment continuously.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers will develop expertise in formative assessment practices	Schools will provide professional development and support to teachers to develop expertise in formative assessment practices	Districts will provide professional development and support to schools to develop teachers' expertise in formative assessment practices	Co-ops and STEM Centers will support a common language and common understanding of formative assessment practices across districts	ADE will provide guidance on the use of formative assessment

2013-2014	Teachers, individually and in PLCs, will use data to improve teaching and learning in the classroom	Leadership teams will utilize data to improve teaching and learning in the school	District leadership teams will utilize data to improve teaching and learning in all schools	Co-ops and STEM Centers will utilize data to shape professional development and support use of formative assessment in districts/schools	ADE will utilize data to shape professional development and support use of formative assessment across the state

Desired Outcome 3C: Participate, implement, and support the work of the assessment consortia.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					ADE will seek flexibility from the USDOE regarding transition allowances from the current state assessment/accountability system to Next-Generation Assessments/ PARCC/Revised Accountability System
2012-2013					ADE will develop a transition plan to move from current state assessments to PARCC
2013-2014					ADE will provide information on the research, design, security, management, reporting, implementation, administration, scoring, technology, and accountability requirements of PARCC

Additional Information:

11/2/11 Five public informational meetings held across the state (11/21, 11/29, 12/1, 12/5, 12/6) to discuss USDOE ESEA waiver/teacher evaluation (3C)

Arkansas Common Core Strategic Plan

Strategic Action Area 4: INSTRUCTIONAL LEADERSHIP ➢ Successful implementation of the Common Core State Standards requires instructional leadership that creates a vision for deeper levels of teaching and learning portraying a clear commitment to learning for understanding.					
Desired Outcome 4A: Disseminate and promote evidence-based/research-based instructional practices that are aligned with the vision of the standards.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	K-2 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-2
2012-2013	K-8 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-8

2013-2014	K-12 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-12

Desired Outcome 4B: Develop the instructional leadership of school, district, regional, and state leaders.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Teachers will take a leadership role in supporting and collaborating with their colleagues regarding CCSS implementation	School leadership teams will identify support for PLCs and teachers for implementation of CCSS	District leadership teams will identify instructional leadership support for school leadership teams for implementation of CCSS	Co-ops, STEM Centers, Arkansas Leadership Academy, Arkansas ASCD, AAEA, and other stakeholders will support the development of instructional leadership based on CCSS	ADE will collaborate with stakeholders and organizations to support the development of instructional leadership based on the CCSS
2012-2013					
2013-2014					

Strategic Action Area 5: PROFESSIONAL DEVELOPMENT

➢ Successful implementation of the Common Core State Standards requires professional development that takes a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness" in guiding student learning (National Staff Development Council, 2010).

Desired Outcome 5A: Develop a systemic approach that sustains and supports communities of practice, including professional learning communities.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013					
2013-2014	Teachers will participate in PLCs to collaborate on CCSS implementation	School leadership teams will collaborate on CCSS implementation and will communicate with PLCs and district leadership teams	District leadership teams will collaborate on CCSS implementation and will communicate with school leadership teams, Co-ops, and STEM Centers	Co-ops, STEM Centers, organizations, and stakeholders will collaborate on CCSS implementation and will communicate across Co-op regions and with the ADE	ADE will collaborate with Co-ops, STEM Centers, organizations and stakeholders to build the collaborative capacity of CCSS implementation across the state

Desired Outcome 5B: Create a clearinghouse of evidence-based/research-based best practices for instruction.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013					
2013-2014	Teachers and PLCs will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	School leadership teams will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	District leadership teams will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	Co-ops and STEM Centers will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	ADE will create a digital clearinghouse based on evidence-based/research-based instructional models

Desired Outcome 5C: Build the capacity of multiple stakeholders to support the continued development of the knowledge and skills needed by educators to teach the standards.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers will increase their knowledge and skills related to the CCSS implementation	School leadership teams will develop the internal capacity of staff to support colleagues knowledge and skills related to CCSS implementation	District leadership teams will develop the internal capacity of staff to support colleagues knowledge and skills related to CCSS implementation	Co-ops and STEM Centers will provide and/or facilitate professional development modules with fidelity to support districts/schools knowledge and skills related to CCSS implementation	ADE will create professional development modules to support the knowledge and skills related to CCSS implementation
2013-2014	Teachers will use data to improve teaching and learning in the classroom; PLCs will utilize data to improve teaching and learning in the school	School leadership teams will utilize data to shape and improve teaching and learning in the school	District leadership teams will utilize data to shape and improve teaching and learning in all schools	Co-ops and STEM Centers will utilize data to shape professional development and support to districts/schools	ADE will utilize data to shape professional development and support across the state

Strategic Action Area 6: POLICY

➢ Successful implementation of the Common Core State Standards requires a focus on policies, formal and informal guidelines that define the parameters for action through which an organization carries out its priorities to influence systemic decisions.

Desired Outcome 6A: Create a feedback system that supports local implementation of the standards.

Timeline	Classroom	School	District	Regional/Policy	State
2011-2012					
2012-2013					
2013-2014					ADE will develop a feedback system to support local implementation of CCSS

Desired Outcome 6B: Align all policies to systematically support implementation of the standards.

Timeline	Classroom	School	District	Regional/Policy	State
2011-2012					
2012-2013	Teachers and PLCs will notify school leadership teams of policies that present barriers to the implementation of the CCSS	School leadership teams will notify district leadership teams of policies that present barriers to the implementation of the CCSS	District leadership teams will notify Co-ops, STEM Centers and membership organizations of policies that present barriers to the implementation of the CCSS	Co-ops, STEM Centers, and membership organizations will notify ADE of policies that present barriers to the implementation of the CCSS	ADE will develop a comprehensive list of policies to be considered for revision in support of the implementation of CCSS
2013-2014					ADE will support an alignment of all educational policies related to the implementation of the CCSS

Desired Outcome 6C: Evaluate the allocation of resources for implementation of the standards.

Timeline	Classroom	School	District	Regional/Policy	State
2011-2012					
2012-2013					

2013-2014	Teachers and PLCs will utilize available resources to support implementation of CCSS	School leadership teams will provide adequate resources (time, professional development, materials, etc.) to support implementation of CCSS	Districts will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately	Co-ops and STEM Centers will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately	ADE will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately

Strategic Action Area 7: INTERNAL AND EXTERNAL ALIGNMENT OF POLICIES AND PRACTICES (ALIGNED SYSTEM) ➢ Successful implementation of the Common Core State Standards requires a focus on internal and external alignment, connection and configuration of various systemic elements including people, practices, policies, and structure.					
Desired Outcome 7A: Articulate and create tools and methods to assist districts in creating an aligned system for learning.					
Timeline	Classroom	School	District	Regional	State
2011-2012	Classrooms will implement the strategic plan for implementation of CCSS	School leadership teams will develop a strategic plan to assist classrooms in the implementation of CCSS	District leadership teams will develop a strategic plan to assist schools and classrooms in the implementation of CCSS	Co-ops, STEM Centers, organizations, and stakeholders will support the ADE strategic plan	ADE will develop a strategic plan to assist regions, districts, schools, and classrooms in the implementation of CCSS
2012-2013	PLCs will utilize data from the online self-monitoring tool for implementation of CCSS to revise the school strategic plan	School leadership teams will utilize data from the online self-monitoring tool for implementation of CCSS to revise the school strategic plan	District leadership teams will utilize data from the online self-monitoring tool for implementation of CCSS to revise the district strategic plan	Co-ops, STEM Centers, organizations and stakeholders will support the use of the online self-monitoring tool for implementation of CCSS	ADE, in conjunction with Arkansas ASCD, will design an online tool for schools and districts to self-monitor implementation of CCSS
2013-2014					

Desired Outcome 7B: Create a clear internal mission and vision to which all policies, structures, and practices are aligned.					
Timeline	Classroom	School	District	Regional	State
2011-2012	Classrooms will promote learning that aligns to the vision, mission, and message regarding implementation of CCSS	Schools will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	Districts will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	Co-ops, STEM Centers, organizations and stakeholders will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	ADE will align internal department programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS

2012-2013					
2013-2014					

Expanded Timeline for EL

TIMELINE OF IMPLEMENTATION

Activity	Timeline	Responsible Party	Documentation	Resources
Redesign of ESL Academy Training to Specifically Address CCSS	January – June 2012 With Implementation Beginning June 2012	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle Potter, Director, Assessment; Stan dards and Accountability transition; Dr. Tracy Tucker, Director Curriculum; Staff	ESL Academy to provide outline of transition to CCSS training	ADE is committed to continuing its support of the ESL Academies, and requires no additional funding and staff time to implement its plan for transitioning its Academies and professional development to address college and career ready standards. ADE staff has already committed its scope of work to accomplish this. Assessment and Curriculum funding and staff requirements are currently being met with existing resources
Review and revision of ELL component of the Arkansas Comprehen-sive School Improve-ment Plan (ASCIP) for accountability to reflect LEA Common Core initiatives	Will Begin Fall of 2012 and Be Implemented by Academic Year 2013	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle Potter, Director, Assessment; Sta ndards and Accountability transition; Dr.TracyTucker, Director, Curriculum; Other ADE Staff	Completed, revised ACSIP EL elements and evaluation rubric to be completed by August, 2013 Revised/new assessments and accountability goals (AYP/AMAO) to be implemented as per Common Core timetable	
Training on Parental outreach for EL families on CCSS	Began Fall of 2011 and will be ongoing	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle	Evidence of ELL parent engagement training to be reported by end of academic year 2013	

		Potter, Director, Assessment; Standards and Accountability transition; Dr.TracyTucker, Director, Curriculum; Other ADE Staff		
Coordination with Career Education has already begun (bilingual materials and professional development on career ready standards), and will be ongoing	ongoing	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle Potter, Director, Assessment; Standards and Accountability transition; Dr.TracyTucker, Director, Curriculum; Other ADE Staff	Evidence of Career Education partnership activities to be reported by end of academic year 2013	

Expanded Timeline for SPDG

TIMELINE OF IMPLEMENTATION

Activities	Timeline	Responsible Party	Documentation	Resources
Goals: Establishment of an integrated statewide professional development network Strategic monitoring, planning, and implementation of scientifically-based interventions/strategies to meet identified needs of target schools in school improvement status Aggressive recruitment, training and capacity building to achieve 100% fully licensed special education teaches and increased retention for special education teaches	2009 – 2014 and ongoing	Martha Kay Asti, Associate Director, ADE Special Education; Suzann McCommon, Executive Director, Great Rivers Education Service Cooperative; Current SPDG Staff – Dr. Howie Knoff, grant director; Lisa Haley, literacy/math coordinator; Jennifer Gonzales, positive behavior support coordinator; Rosemary Burks, literacy consultant; Susan Friberg, literacy consultant; Lisa Johnson, literacy/behavior consultant; Rose Merry Kirkpatrick, co-teaching consultant; Sandy Crawley, recruitment/retention consultant; Marsha Scullark, administrative assistant	Much of the empirical foundation of the CTAG is based on Project ACHIEVE which was designated an evidence-based program by the U.S. Department of health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) in 2000; and with is listed on SAMHSA's National Registry of Evidenced-based Programs and practices (http://nrepp.samhsa.gov) The SPDG files an Annual Performance Report with the U.S. Department of Education's Office of Special Education Programs (OSEP) around May 1st each year. It also has quarterly conference calls to discuss the grant's progress with the OSEP Project Officer assigned	The SPDG, including staff, are funded through September 30, 2014 for $1 million per year. The funds have been provided by the U.S. Department of Education's Office of Special Education Programs.
Activities: Professional development partnerships explored with nine Educational Service Cooperatives Existing web-based materials developed during the first 5-year SPDG, were reviewed and updated 35 PBSS Facilitators	Year I 2009 - 2010		Strategic planning partnerships were established with ADE's Smart Accountability state support Teams and the ADE-SEU Monitoring and Program Effectiveness Compliance Teams Nine Strategic Implementation Model (SIM) Professional Developers were certified through the collaborative efforts with the University	

were surveyed regarding the PBSS certification process Progress was made toward achieving two parent mentors for each school district to provide information and training for other parents in scientifically-based literacy and behavior interventions Arkansas' Smart Accountability process was approved by the U.S. Department of Education in January 2009 to help the ADE differentiate and support schools across the state in School Improvement Status Training that integrated components from the ADE's Scholastic Audit and the Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE) tool was conducted Schools in School Improvement Status who would participate in the SPDG were identified; strategic planning and implementation plan development to occur during the early part of Year 2			of Kansas' Center for Research on Learning, and the University of Central Arkansas' Mashburn Center for Learning A total of 93 scientifically-based professional development/training activities were carried out during Year 1 involving a total of 4,084 ADE, Educational Cooperative and local school district personnel 164 potential parent mentors identified from 39 school districts Follow-up activities to these professional development/training activities included 102 on-site consultations involving 870 participants 91.7% of Arkansas' special education teachers were certified and highly qualified This is a slightly upward trend from previous years SPDG financial support and on-site mentoring were provided for 22 novice teachers participating in the Pathwise Mentoring Project 63.6% of novice special education teachers were retained after three years of teaching, compared to 67% after two years of teaching Stipends were provided for 20 paraprofessionals working toward special education teacher certification	

Aggressive recruitment activities were carried out to include: job fairs; use of TeachArkansas, efforts to provide financial support for districts' use of Teaches-Teachers.com; efforts to encourage districts' use of strategies developed with the National Special Education Personnel Center, and strategies to attract middle and high school students to teaching careers in special education			80 special education teachers were provided stipends to assist them in obtaining full licensure 60 pre-service training students completed a credential program in special education within Arkansas colleges and universities	
The SPDG's school leadership and strategic planning, response-to-intervention (RTI)/closing the achievement gap (CTAG), and school improvement processes have become more completely embedded into the ADE's Smart Accountability process	Year II 2010 – 2011 and ongoing		A total of 36 tools, products, and resources for were developed in areas of behavior, literacy, mathematics, data-based problem-solving, and leadership A new regional specialty support team designed with dedicated SPDG staff assigned to each of five Smart Accountability regions A total of 277 scientifically-based professional development activities were carried out during Year 2 including inservice sessions involving a total of 675 ADE, Educational Cooperative, and local school district personnel	

			Twenty (20) SIM Professional Developers have been certified through collaborative efforts of the ADE, SPDG, University of Kansas Center for Research on Learning, and the University of Central Arkansas' Mashburn Center for Learning Nine (9) additional SIM potential professional developers are currently in the internship process and will become certified SIM Professional developers in July, 2011 A total of 28 building leadership teams from 14 Arkansas school districts participated in co-teaching professional development provided by the ADE in Fall, 2010 69.5% of novice special education teaches were retained after three years of teaching	
SPDG staff continues to serve as full members on the Specialty Support Teams (SST"s) that are working out of the ADE's Learning Services Division. SPDG coordinator for math/literacy is working on a national committee	Year III 2011 – 2012 (to date) and ongoing		SPDG staff continues to develop multi-media professional development materials in the areas of leadership, strategic planning and organizational development, literacy, mathematics, PBSS, data-based problem solving, and/or recruitment/retention	

			Process"	
SPDG continues relationship with Mashburn Institute (SIM Project)			SPDG staff provided SIM training and technical assistance in a number of secondary schools across the state	
The SPDG continues to support special education recruitment and retention activities across the state, as well as financially supporting paraprofessionals working toward their highly qualified status and undergraduate students who are earning licensure in different areas of special education				

ARKANSAS DEPARTMENT OF EDUCATION

Common Core Guiding Coalition
September 2, 2011

Title	First Name	Last Name	Position	School District	City	E-mail Address
Dr.	Richard	Abernathy	Executive Director	Arkansas Association of Educational Administrato	Little Rock	r.abernathy@theaaea.org
Ms.	Debbie	Atwell	Director of Secondary Curriculum	Van Buren School District	Van Buren	datwell@vbsd.us
Ms.	Phoebe	Bailey	Teacher Center Coordinator	Southwest Arkansas Education Service Cooperat	Hope	phoebe.bailey@swaec.org
Ms.	Lisa	Baker	Director of Personnel	Cabot School District	Cabot	lisa.baker@cps.k12.ar.us
Mr.	Shane	Broadway	Interim Director	Arkansas Department of Higher Education	Little Rock	shane.broadway@adhe.edu
Dr.	Tamekia	Brown	Principal	Morrilton Senior High School	Morrilton	tbrown@pcssd.org
Ms.	Deborah	Bruick	Assistant Superintendent	Bryant School District	Bryant	dbruick@bryantschools.org
Ms.	Carla	Curtis	Special Education Supervisor	Ozarks Unlimited Resources Cooperative	Valley Springs	carla.curtis@fayar.net
Ms.	Debbie	Davis	Director	Arkansas Leadership Academy	Fayetteville	dadavis@uark.edu
Mr.	Dan	Farley	Executive Director	Arkansas School Boards Association	Little Rock	dan@arsba.org
Dr.	Mary	Gunter	Dean, Graduate College	Arkansas Tech University	Russellville	mgunter@atu.edu
Ms.	Michelle	Hayward	Principal	McNair Middle School	Fayetteville	michelle.hayward@fayar.net
Ms.	Barbara	Hunter Cox	Teacher Center Coordinator	Crowley's Ridge Education Cooperative	Harrisburg	bhuntercox@apsrc.net
Ms.	Becky	Jester	Director	Dawson Education Service Cooperative	Arkadelphia	beckyj@dawson.dsc.k12.ar.us
Ms.	Angela	Kremers	Senior Program Associate for Education	Winthrop Rockefeller Foundation	Little Rock	akremers@wrfoundation.org
Ms.	Ginny	Kurrus	Past President	Arkansas PTA	Little Rock	ginkurrus@aol.com
Ms.	Janet	Lawrence		Arkansas Department of Higher Education	Little Rock	janet.lawrence@adhe.com
Dr.	Matt	McClure	Superintendent	Cross County School District	Cherry Valley	matt.mcclure@crosscountyschools.com
Ms.	Suzann	McCommon	Director	Great Rivers Educational Cooperative	West Helena	smc@griver.grsc.k12.ar.us
Ms.	Debbie	Miller	Director of Curriculum/Instruction	Batesville School District	Batesville	millerd@conwayschools.net
Dr.	Kim	Fowler		OUR Coop		kfowler@oursc.k12.ar.us
Mr.	Rich	Nagel	Director	Arkansas Education Association	Little Rock	ar-rnagel@nea.org
Ms.	Sandra	Porter	Deputy Director	Arkansas Department of Career Education Career and Technical Education	Little Rock	sandra.porter@arkansas.gov
Ms.	Kathy	Powers	Teache of the Year 2011	Arkansas Department of Education	Little Rock	kathy.powers@arkansas.gov
Ms.	Tonya	Russell	Director	Arkansas Department of Human Services / Division of Child Care and Early Childhood Education	Little Rock	tonya.russell@arkansas.gov
Ms.	Jacki	Smith	Principal	Arnold Drive Elementary School	Jacksonville	jsmith@pcssd.org
Ms.	Kathy	Smith		The Walton Family Foundation	Bentonville	ksmith@wffmail.com
Mr.	Scott	Smith	Executive Director	Arkansas Public School Resource Center	Little Rock	ssmith@apsrc.net
Dr.	Ellen	Treadway	Teaching and Learning Specialist	Arkansas Public School Resource Center	Little Rock	etreadway@apsrc.net

As of 11/15/10

Tests and Assessments

We all make on-going assessments in the process of a day when we answer questions for ourselves such as, "Is there enough gas in the tank to drive home?" and "Are there enough ingredients to make a recipe?" To improve student achievement, students must clearly understand what they are supposed to learn and where they are along the way to learning it.

Ongoing formative assessments provide feedback to students and teachers during the teaching and learning process. Formative assessments include teacher questioning, discussions, learning activities, conferences, interviews and student reflections. Based on feedback from these activities, teachers might change their instruction mid-course.

Arkansas is a governing state in the Partnership for Assessment of College and Career Readiness (PARCC) which has formed to create a next generation assessment system to provide more services and supports to students and teachers than currently available. The common assessment is a natural continuation of the work already underway in Arkansas and builds on our current system. By partnering with other states, we will be able to leverage resources, share expertise, and produce a system that will meet the needs and expectations of Arkansas students and teachers.

The common assessment system aligned with the Common Core State Standards will be implemented in the 2014-15 school year. Until the new system is designed, piloted, and implemented, the state will continue using the Benchmark and End of Course exams to assess students in mathematics, English language arts, and science.

Parent Resources

Students, parents, and teachers will share the same expectations for student learning across much of the country once the Common Core State Standards are in place. We already have tools, however, that can be used in parent-teacher conversations.

Individual student reports on state test results are packed with scores and indicators about a student's academic achievement. Arkansas School Performance Reports give an account of school and district performance. By partnering with teachers to discuss student and school achievement, we are contributing to our children's education.

For More Information on How You Can Support Your Child's Education, Visit http://www.pta.org/ or these Web sites:

Arkansas Department of Education Common Core State Standards
http://arkansased.org/educators/curriculum/common_core.html

Arkansas School Report Cards
http://arkansased.org/testing/performance_report.html

State Test Results for Students
http://arkansased.org/testing/test_scores.html

For More Information
Contact Your Local School or
Visit the Arkansas Department of Education Web Site: http://arkansased.org/index.html

Putting It All Together in Arkansas with Common Core State Standards

Common Core State Standards in Arkansas for Elementary Schools

We all want our children to succeed in learning. At home, we can tell when our children are learning to take care of themselves and to take more responsibility for daily living activities.

As parents, we look at our children's grades and observe how happy or frustrated they seem to determine their success in school. Often we don' know where to turn to find out if they are learnir what they are supposed to know.

And what do students really need to know in this competitive, 21st century, global economy? Are they on the path for college and career readiness?

In July 2010, the Arkansas State Board of Education took a major step in setting clear, consistent academic expectations for our students by adopting the Common Core State Standards.

What Are the Common Core State Standards?

These standards describe what students are supposed to know from kindergarten through 12th grade. They define the reading, writing and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace.

These are high standards based on research, comparisons with other countries, and input from teachers, school administrators, parents, college entrance test developers, policymakers and business leaders.

These standards offer consistent expectations for student learning across much of the nation. As a result, school transitions after a family moves across district or state lines should be much easier for everyone. Over 40 states and the District of Columbia have adopted the Common Core State Standards. The new standards will be implemented in grades K-2 beginning the fall of 2011, followed by grades 3-8 in the fall of 2012. The new standards will be in place in each Arkansas classroom K-12 beginning in the 2013-2014 school year.

Now What?

Common Core State Standards, along with an effective classroom curriculum and improved teaching, will help raise our students' achievement. Training will be provided to Arkansas's teachers and principals to prepare them to teach and lead based on the new standards.

In addition to moving to state designed professional development resources, Arkansas will leverage national collaborative efforts that are currently underway to provide K-12 educators a variety of tools and resources, including a shared content framework.

English Language Arts

The Common Core State Standards set goals for student mastery in English language arts. The study of English language arts includes reading, writing, speaking and listening. English language arts expectations are established for each grade across all subjects including science, history, social studies and technical subjects.

The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Informational texts include literary nonfiction and historical, scientific and technical texts. Teachers will choose the reading assignments for their students using the examples as a guide. At the top of the next panel are some suggested reading examples for grades K-5.

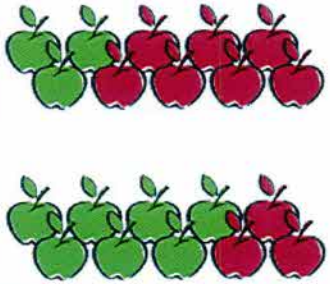
Just as an example, the document you are reading right now would be at the 7th or 8th grade reading level according to the standards.

GRADE LEVELS	EXAMPLE BOOK	TYPE OF READING
K-1	*Are You My Mother?* by P.D. Eastman	literature
K-1	*My Five Senses* by Aliki	informational
2-3	*Henry and Mudge: The First Book of Their Adventures* by Cynthia Rylant	literature
2-3	*From Seed to Plant* by Gail Gibbons	informational
4-5	*Tuck Everlasting* by Natalie Babbitt	literature
4-5	*Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger	informational

Math

The math standards emphasize that every student can be good in math. The standards set good matl habits and strategies as top priorities for students in each grade. Some of those good math practices are active problem solving, persistence, precision, use of solid procedures, and checking to see if the answer makes sense.

The standards are designed to get students used to the idea of paying close attention to pattern and structure in problems. For instance, young students might notice the pattern and structure shown below



3 and 7 more is the same amount as 7 and 3 more

Math standards for grades K-5 are structured so that students get a solid foundation in arithmetic. The standards allow for the time it takes teachers to teach core concepts and procedures and the time it takes students to really master them.

Tests and Assessments

We all make on-going assessments in the process of a day when we answer questions for ourselves such as, "Is there enough gas in the tank to drive home?" and "Are there enough ingredients to make a recipe?" To improve student achievement, students must clearly understand what they are supposed to learn and where they are along the way to learning it.

Ongoing formative assessments provide feedback to students and teachers during the teaching and learning process. Formative assessments include teacher questioning, discussions, learning activities, conferences, interviews and student reflections. Based on feedback from these activities, teachers might change their instruction mid-course.

Arkansas is a governing state in the Partnership for Assessment of College and Career Readiness (PARCC) which has formed to create a next generation assessment system to provide more services and supports to students and teachers than currently available. The common assessment is a natural continuation of the work already underway in Arkansas and builds on our current system. By partnering with other states, we will be able to leverage resources, share expertise, and produce a system that will meet the needs and expectations of Arkansas students and teachers.

The common assessment system aligned with the Common Core State Standards will be implemented in the 2014-15 school year. Until the new system is designed, piloted, and implemented, the state will continue using the Benchmark and End of Course exams to assess students in mathematics, English language arts, and science.

Parent Resources

Students, parents, and teachers will share the same expectations for student learning across much of the country once the Common Core State Standards are in place. We already have tools, however, that can be used in parent-teacher conversations.

Individual student reports on state test results are packed with scores and indicators about a student's academic achievement. Arkansas School Performance Reports give an account of school and district performance. By partnering with teachers to discuss student and school achievement, we are contributing to our children's education.

For More Information on How You Can Support Your Child's Education, Visit http://www.pta.org/ or these Web sites:

Arkansas Department of Education Common Core State Standards
http://arkansased.org/educators/curriculum/common_core.html

Arkansas School Report Cards
http://arkansased.org/testing/performance_report.html

State Test Results for Students
http://arkansased.org/testing/test_scores.html

For More Information
Contact Your Local School or
Visit the Arkansas Department of Education Web Site: http://arkansased.org/index.html

Putting It All Together in Arkansas with Common Core State Standards

Common Core State Standards in Arkansas for Middle Schools

We all want our children to succeed in learning. At home, we can tell when our children are learning to take care of themselves and to take more responsibility for daily living activities.

As parents, we look at our children's grades anc observe how happy or frustrated they seem to determine their success in school. Often we don know where to turn to find out if they are learni what they are supposed to know.

And what do students really need to know in thi competitive, 21st century, global economy? Are they on the path for college and career readiness?

In July 2010, the Arkansas State Board of Education took a major step in setting clear, consistent academic expectations for our students by adopting the Common Core State Standards.

What Are the Common Core State Standards?

These standards describe what students are supposed to know from kindergarten through 12th grade. They define the reading, writing, and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace.

These are high standards based on research, comparisons with other countries, and input from teachers, school administrators, parents, college entrance test developers, policymakers and business leaders.

These standards offer consistent expectations for student learning across much of the nation. As a result, school transitions after a family moves across district or state lines should be much easier for everyone. Over 40 states and the District of Columbia have adopted the Common Core State Standards. The new standards will be implemented in grades K-2 beginning the fall of 2011, followed by grades 3-8 in the fall of 2012. The new standards will be in place in each Arkansas classroom K-12 beginning in the 2013-2014 school year.

Now What?

Common Core State Standards, along with an effective classroom curriculum and improved teaching, will help raise our students' achievement. Training will be provided to Arkansas's teachers and principals to prepare them to teach and lead based on the new standards.

In addition to moving to state designed professional development resources, Arkansas will leverage national collaborative efforts that are currently underway to provide K-12 educators a variety of tools and resources, including a shared content framework.

English Language Arts

The Common Core State Standards set goals for student mastery in English language arts. The study of English language arts includes reading, writing, speaking and listening. English language arts expectations are established for each grade across all subjects including science, history, social studies and technical subjects. Vocabulary words such as ***lava, carburetor, legislature, circumference and aorta*** are just a few examples of how language arts expectations can have an impact on a variety of academic subjects.

The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Teachers will choose the reading assignments for their students using the examples as a guide. At the top of the next panel are some suggested reading examples for grades 6-8.

Just as an example, the document you are reading right now would be at the 7th or 8th grade reading level according to the standards.

EXAMPLE BOOK	READING
A Wrinkle in Time by Madeleine L'Engle	literature
The Adventures of Tom Sawyer by Mark Twain	literature
Harriet Tubman: Conductor on the Underground Railroad by Ann Petry	informational
Math Trek: Adventures in the Math Zone by Ivars Peterson and Nancy Henderson	informational

English language arts standards include expectations for students to develop their writing. Most of today's middle and high school students focus on narrative writing. Writing about opinions, beliefs and personal experiences is narrative writing. In college or the workplace, however, most writing focuses on informing and explaining. So, the new standards emphasize writing to inform and explain. The new standards also focus on writing arguments to support claims.

Math

The math standards emphasize that every student can be good in math. With a solid K-5 math founda tion, students will learn and apply more demandinç math concepts and procedures in middle and high school. Students who have mastered the standard through the 7th grade will be well prepared for al- gebra in 8th grade. Below is an example of a matn standard for 6th grade.

6TH GRADE: Understand ratio concepts and use ratio reasoning to solve problems.

FOR EXAMPLE:

The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.

Tests and Assessments

We all make on-going assessments in the process of a day when we answer questions for ourselves such as, "Is there enough gas in the tank to drive home?" and "Are there enough ingredients to make a recipe?" To improve student achievement, students must clearly understand what they are supposed to learn and where they are along the way to learning it.

Ongoing formative assessments provide feedback to students and teachers during the teaching and learning process. Formative assessments include teacher questioning, discussions, learning activities, conferences, interviews and student reflections. Based on feedback from these activities, teachers might change their instruction mid-course.

Arkansas is a governing state in the Partnership for Assessment of College and Career Readiness (PARCC) which has formed to create a next generation assessment system to provide more services and supports to students and teachers than currently available. The common assessment is a natural continuation of the work already underway in Arkansas and builds on our current system. By partnering with other states, we will be able to leverage resources, share expertise, and produce a system that will meet the needs and expectations of Arkansas students and teachers.

The common assessment system aligned with the Common Core State Standards will be implemented in the 2014-15 school year. Until the new system is designed, piloted, and implemented, the state will continue using the Benchmark and End of Course exams to assess students in mathematics, English language arts, and science.

Parent Resources

Students, parents, and teachers will share the same expectations for student learning across much of the country once the Common Core State Standards are in place. We already have tools, however, that can be used in parent-teacher conversations.

Individual student reports on state test results are packed with scores and indicators about a student's academic achievement. Arkansas School Performance Reports give an account of school and district performance. By partnering with teachers to discuss student and school achievement, we are contributing to our children's education.

For More Information on How You Can Support Your Child's Education, Visit http://www.pta.org/ or these Web sites:

Arkansas Department of Education Common Core State Standards
http://arkansased.org/educators/curriculum/common_core.html

Arkansas School Report Cards
http://arkansased.org/testing/performance_report.html

State Test Results for Students
http://arkansased.org/testing/test_scores.html

For More Information
Contact Your Local School or
Visit the Arkansas Department of Education Web Site: http://arkansased.org/index.html

Putting It All Together in Arkansas with Common Core State Standards

Common Core State Standards in Arkansas for High Schools

We all want our children to succeed in learning. At home, we can tell when our children are learning to take care of themselves and to take more responsibility for daily living activities.

As parents, we look at our children's grades and observe how happy or frustrated they seem to determine their success in school. Often we don' know where to turn to find out if they are learnin what they are supposed to know.

And what do students really need to know in thi competitive, 21st century, global economy? Are they on the path for college and career readiness?

In July 2010, the Arkansas State Board of Education took a major step in setting clear, consistent academic expectations for our students by adopting the Common Core State Standards.

What Are the Common Core State Standards?

These standards describe what students are supposed to know from kindergarten through 12th grade. They define the reading, writing and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace.

These are high standards based on research, comparisons with other countries, and input from teachers, school administrators, parents, college entrance test developers, policymakers and business leaders.

These standards offer consistent expectations for student learning across much of the nation. As a result, school transitions after a family moves across district or state lines should be much easier for everyone. Over 40 states and the District of Columbia have adopted the Common Core State Standards. The new standards will be implemented in grades K-2 beginning the fall of 2011, followed by grades 3-8 in the fall of 2012. The new standards will be in place in each Arkansas classroom K-12 beginning in the 2013-2014 school year.

Now What?

Common Core State Standards, along with an effective classroom curriculum and improved teaching, will help raise our students' achievement. Training will be provided to Arkansas's teachers and principals to prepare them to teach and lead based on the new standards.

In addition to moving to state designed professional development resources, Arkansas will leverage national collaborative efforts that are currently underway to provide K-12 educators a variety of tools and resources, including a shared content framework.

English Language Arts

The Common Core State Standards set goals for student mastery in English language arts. The study of English language arts includes reading, writing, speaking and listening. English language arts expectations are established for each grade across all subjects including science, history, social studies and technical subjects. Vocabulary words such as ***lava, carburetor, legislature, circumference and aorta*** are just a few examples of how language arts expectations can have an impact on a variety of academic subjects.

The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Teachers will choose the reading assignments for their students using the examples as a guide. At the top of the next panel are some suggested reading examples for grades 9-12.

Just as an example, the document you are reading right now would be at the 7th or 8th grade reading level according to the standards.

GRADE LEVELS	EXAMPLE BOOK	TYPE OF READING
9-10	*The Odyssey* by Homer	literature
9-10	*The Story of Science: Newton at the Center* by Joy Hakim	informational
11-12	*Pride and Prejudice* by Jane Austen	literature
11-12	*1776* by David McCullough	informational

English language arts standards include expectations for students to develop their writing. Most of today's middle and high school students focus on narrative writing. Writing about opinions, beliefs and personal experiences is narrative writing. In college or the workplace, however, most writing focuses on informing and explaining. So, the new standards emphasize writing to inform and explain. The new standards also focus on writing arguments to support claims.

Math

High school math standards address number and quantity, algebra, functions, modeling, geometry, and statistics and probability. The standards guide students to develop in their mathematical understanding and ability. Students will be asked to apply math to new situations just as college students and employees regularly do. Below is a standard in statistics.

Understand and evaluate random processes underlying statistical experiments.

FOR EXAMPLE:

If a model says a spinning coin falls heads up with a probability 0.5, would a result of 5 tails in a row cause you to question the model?

Attachment 12

COMMON CORE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

(/)

- Educators (http://www.commoncorearkansas.org/educators/)
- Parents (http://www.commoncorearkansas.org/parents/)
- Community (http://www.commoncorearkansas.org/community/)

- What? (http://www.commoncorearkansas.org/what/)
- Why? (http://www.commoncorearkansas.org/why/)
- How? (http://www.commoncorearkansas.org/how/)

Resources

Videos

The Hunt Institute and the Council of Chief State School Officers have commissioned a series of videos that explain the Common Core State Standards in depth.

To access the full introduction to the Standards videos, please click here (http://www.youtube.com/user/TheHuntInstitute#p/u/0/9IGD9oLofks):

Introduction to the Common Core Mathematics Standards (http://www.youtube.com/user/TheHuntInstitute#p/u/1/d1MVErnOD7c)

Introduction to the Common Core English-Language Arts Standards (http://www.youtube.com/watch?v=dnjbwJdcPjE&feature=relmfu)

Understanding the conventions of standard English writing and speaking (http://bit.ly/qzE8i7)

Understanding Operations and Algebraic Thinking across Common Core State Standards (http://bit.ly/p0QRG0)

Mastering the three basic types of writing in Common Core (http://www.youtube.com/user/TheHuntInstitute#p/u/4/Jt_2jl010WU)

Understanding the Importance of Common Core mathematical practices in the real world (http://www.youtube.com/user/TheHuntInstitute#p/u/16/m1rxkW8ucAI)

Russellville School District and Arkansas Tech University partner to implement the Common Core State Standards- June 2011 (http://arkansased.org/about/galleries/vg_ccss_062211/ccss.html)

What the Common Core State Standards Initiative means for schools, students and teachers in Arkansas – August 2010 (http://arkansased.org/educators/curriculum/common_core.html)

Presentations

The Partnership for Assessment of Readiness for College and Careers support state efforts to implement and transition to the Common Core Standards—August 2011 (/wp-content/uploads/2011/09/parcc-overview-and-updates1.pdf)

Understanding the Common Core State Standards for English language arts, literacy in history/social studies, science and technical subjects—April 2011 (http://arkansased.org/educators/pdf/curriculum/ccss_ela_042611.pdf)

Understanding the Common Core State Standards for mathematics—April 2011 (http://arkansased.org/educators/pdf/curriculum/ccss_math_051711.pdf)

Arkansas implementation guide to the Common Core State Standards—April 2011 (http://arkansased.org/educators/pdf/curriculum/ccss_charting_course_042911.pdf)

Examining the state adoption of Common Core State Standards for English language arts & literacy in history/social studies, science and technical subjects – February 2011 (http://arkansased.org/educators/pdf/curriculum/ccss_english_021511.pdf)

Examining the state adoption of Common Core State Standards for Mathematics – February 2011 (http://arkansased.org/educators/pdf/curriculum/ccss_math_021511.pdf)

Overview of the Common Core State Standards Initiative – July 2010 (http://www.arkansased.org/about/ppt/common_core_071210.ppt)

For Parents

Common Core State Standards implementation timeline for Arkansas public schools – April 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_timeline_040711.pdf)

Implementing Common Core State Standards in Arkansas Elementary Schools – July 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_brochure_elementary_072711.pdf)

Implementing Common Core State Standards in Arkansas Middle Schools – July 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_brochure_middle_school_072711.pdf)

Implementing Common Core State Standards in Arkansas High Schools – July 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_brochure_high_school_072711.pdf)

The Parent's Guide to Student Success in Common Core State Standards (http://www.pta.org/4446.htm)

Customized guides are available for school districts, boards of education and PTAs to co-brand using a name and logo (http://www.globalprinting.com/fulfillment_management/national-pta/). Enter Username: **pta_user**, Password: **global**. It will look like you are placing an order, but there is no charge. Processing will take approximately three days.

For Educators

Arkansas Department of Education Common Core State Standards curriculum and instructions page (http://ccssarkansas.pbworks.com/w/page/41448809/ADE-Common-Core-State-Standards-(CCSS)-Wiki-Homepage)

Comparing the Common Core State Standards with the Arkansas Curriculum Frameworks for English language arts and mathematics. (http://ccssarkansas.pbworks.com/w/page/32131061/CCSS-Arkansas) The analysis results are contained within each of the Excel files: one for English language arts and one for mathematics. The site also provides a user's guide for understanding the Common Core Analysis Results, as well as guidelines for using Excel.

Common Core State Standards implementation timeline for Arkansas public schools – April 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_timeline_040711.pdf)

Common Core State Standards district transition plan for Arkansas public schools – April 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_district_questions_040711.pdf)

What every Arkansas educator needs to know about Common Core State Standards – June 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf)

Common Core State Standards sample performance tasks for kindergarten through 12th grade – April 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_sample_informational_042211.pdf)

Common Core State Standards sample performance tasks in stories and poetry for kindergarten through 12th grade – April 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_sample_stories_042811.pdf)

The Common Core Curriculum Mapping Project for English Language Arts (http://www.commoncore.org/maps/)

Comparing Common Core State Standards in English language arts and mathematics – February 2011 (http://www.arkansased.org/educators/pdf/curriculum/side_english_math_021511.pdf)

Achieve supports adopting the Common Core State Standards – August 2010 (http://www.arkansased.org/educators/pdf/curriculum/ccss_support_081610.pdf)

Shared Resources Among School Districts

On the road to implementation: Common Core Standards with common sense (http://web.me.com/acaciatc/UACC/Intro.html)

Common Core State Standards Quick Reference Guide (http://commoncore.cjrwbeta.com/wp-content/uploads/2011/09/Quick-Reference-Guide-Inside-the-Common-Core1.pdf)

Share:

(http://www.facebook.com/share.php?u=http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F&t=Resources)

(http://twitter.com/home?status=Resources%20-%20http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F)

(mailto:?subject=Resources&body=http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F)

Know the Facts

Common Core State Standards support the development of a unified, comprehensive and consistent assessment system.

Video (/video/)

FAQ (/faq/)

- **Contact (http://www.commoncorearkansas.org/contact/)**
- **FAQ (http://www.commoncorearkansas.org/faq/)**
- **Resources (http://www.commoncorearkansas.org/resources/)**
- **News (http://www.commoncorearkansas.org/news/)**
- **CCSS Initiative (http://www.corestandards.org)**
- **PARCC (http://www.achieve.org/PARCC)**

© 2012 Arkansas Department of Education All Rights Reserved

A Guide for Professional Development Planning for Implementation of the Common Core State Standards

Arkansas Department of Education
November 2011

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

ARKANSAS DEPARTMENT OF EDUCATION
LEADERSHIP SUPPORT SERVICE

Forward: Professional Learning

The adoption of the Common Core State Standards (CCSS) in English Language Arts and Mathematics by the Arkansas State Board of Education on July 12, 2010, serves as a catalyst for the transformation of K-12 education in Arkansas. Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, will require sustained professional development efforts in all Arkansas schools during the next three years.

This transition period between the adoption of the CCSS in 2010 and the first administration of the assessment of the CCSS in 2014-15 school year requires a phased approach for Arkansas districts and schools, with successive levels of implementation, each a prerequisite for the next phase.

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards

Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

Each of the phases demands intensive professional learning at the local level.

Research has shown that successful professional learning requires a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement," *Learning Forward* (formerly the National Staff Development Council).

Learning Forward's Standards for Professional Learning (revised 2011) outline characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results:

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Educators in districts and schools across Arkansas will need systems that incorporate these research-based elements of practice to create a coherent, consistent culture of learning.

A Guide for Professional Development Planning for Implementations of the Common Core State Standards lays out in detail the priorities that are the most significant and that will take both time and effort to fully implement in Arkansas classrooms. Many educators have already begun to explore the CCSS and how the standards will impact their existing curriculum and instructional practices. However, all educators and students will benefit – in the short term and long term – from the guidance in these recommendations for professional learning. There is significant work to be done, and we urge curriculum directors, instructional leaders, instructional facilitators, and teachers to review this document carefully and make thoughtful choices for the necessary transition in their schools.

The CCSS, powered by effective professional development systems, are a significant driver of the transformation of education in Arkansas. A truly effective implementation of the CCSS demands innovation in learning environments, technology, and systems that support all students to meet rigorous 21st century expectations. This document serves as a professional development guide for districts and schools in their implementation of the CCSS. It will evolve and grow as new resources are created or identified and further connections are mapped to a new course for education in Arkansas.

TABLE OF CONTENTS

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states	6
Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards	10
Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students	14
Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.	17
SUMMARY of Recommendations	19
Attachment A: A list of Hunt Institute Videos	20
Attachment B: ELA – Instructional Shifts	27
Attachment C: Mathematics – Instructional Shifts	44
Attachment D: ELA – state sponsored professional development opportunities	51
Attachment E: Mathematics – state sponsored professional development opportunities	56

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

A thorough understanding of the CCSS must begin with a close reading of the standards themselves, as well as the introduction and the appendices. Educators should be brought together to examine both the grade-specific standards for each strand and the progressions that build knowledge and skills from grade to grade. Discussion should focus on the meaning of each standard, including content and skills, and its implications for instruction, curriculum and assessment. Districts should outline a strategic plan with goals for implementing Common Core State Standards and assessments. The goals will drive the evaluation of the district plan.

Phase One Recommendations for Professional Development

1. **All educators will be aware of the CCSS vision and will be familiar with the CCSS documents. (References A-D)**
2. **All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready. (References E-F)**
3. **Educators will identify the student behaviors of learners that are college and career ready. (Reference G)**

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. Every educator should have access to the Common Core State Standards. Educators will need to read the standards very closely. Educators should read all components of the standards documents including the introduction and explanation pages throughout the document. Reading one grade level is not enough to fully understand the impact of CCSS. http://www.corestandards.org/the-standards Educators may want to view the standards in a different format.
   ELA http://www.corestandards.org/the-standards/english-language-arts-standards
   Mathematics http://www.corestandards.org/the-standards/mathematics

B. Read the What, Why and How of CCSS on the website. Watch the ADE video and discuss the impact on Arkansas. Check educator's understanding of the CCSS vision. http://www.commoncorearkansas.org/

C. Identify a facilitator to lead the whole group or small groups through a book walk of the CCSS documents. The facilitator may use the following presentations as guides. Please note these presentations are available in PPTX on the ADE website. http://arkansased.org/educators/curriculum/common_core.html
   a. Examining the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
   http://arkansased.org/educators/pdf/curriculum/ccss_english_021511.pdf
   b. Examining the Common Core State Standards for Mathematics
   http://arkansased.org/educators/pdf/curriculum/ccss_math_021511.pdf

D. Watch the Hunt Institute Videos.
   a. *Common Core State Standards: Principles of Development*
   http://www.youtube.com/user/TheHuntInstitute#p/u/3/d1MVErnOD7c
   b. *The English Language Arts Standards: Principles of Development/ What They Are and Who Developed Them* http://www.youtube.com/user/TheHuntInstitute#p/search/1/d1MVErnOD7c
   c. *The Mathematics Standards: How They Were Developed and Who Was Involved*
   http://www.youtube.com/user/TheHuntInstitute#p/u/4/dnjbwJdcPjE

E. Identify a facilitator to lead the whole group or small groups through a closer look at the CCSS documents. The facilitator may use the following presentations as guides. Please note these presentations are available in PPTX on the ADE website. http://arkansased.org/educators/curriculum/common_core.html
   a. Building a Deeper Understanding of the Common Core Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects
   http://arkansased.org/educators/pdf/curriculum/ccss_ela_042611.pdf
   b. Building a Deeper Understanding of the Common Core Standards for Mathematics
   http://arkansased.org/educators/pdf/curriculum/ccss_math_051711.pdf

F. Watch the Hunt Institute Videos.
   a. *The English Language Standards: Key Changes and their Evidence*
   http://www.youtube.com/user/TheHuntInstitute#p/u/5/JDzTOyxRGLI
   b. *The Mathematics Standards: Key changes and their Evidence*
   http://www.youtube.com/user/TheHuntInstitute#p/u/15/BNP5MdDDFPY

G. Compare the Student Behaviors expected in the CCSS. The ELA document outlines the portrait of students (seven capacities) on page 7. The Math document identifies eight Standards for Mathematical Practice on pages 6-8. The Framework for K-12 Science Education identifies eight Scientific and Engineering Practices in chapter 3. These expectations are observable behaviors that a college and career ready learner develops and strengthens over time (K-12). Evidence of this development should indicate strategic use of these practices as the learner works through

new experiences and problems. Check educators understanding of the progressions and practices noted in the standard documents.

a. ELA (page 7) http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
b. Mathematics (pages 6-8) http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
c. Science (chapter 3) Please note you can download a free PDF http://www.nap.edu/catalog.php?record_id=13165

Figure A: Student Practice and Capacities

ELA Capacities	Mathematical Practice	Scientific and Engineering Practices
Demonstrate independence	Make sense of problems and persevere in solving them	Asking questions (for science) and defining problems (for engineering)
Build strong content knowledge	Reason abstractly and quantitatively	Developing and using models
Respond to the varying demands of audience, task, purpose, and discipline	Construct viable arguments and critique the reasoning of others	Planning and carrying out investigations
Comprehend as well as critique	Model with mathematics	Analyzing and interpreting data
Value evidence	Use appropriate tools strategically	Using mathematics, information and computer technology, and computational thinking
Use technology and digital media strategically and capably	Attend to precision	Constructing explanations (for science) and designing solutions (for engineering)
Come to understand other perspectives and cultures	Look for and make use of structure	Engaging in argument from evidence
	Look for and express regularity in repeated reasoning	Obtaining, evaluating, and communicating information

For further study:
Examine all of the resources in the Introduction and Steps 1-3 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Read more about the Common Core State Standards. See the mission statement and About the Standards tab.
http://www.corestandards.org/

Arkansas is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Examine the information on each page. To register for the latest information from PARCC, educators may enter their email address in the top right corner under "Stay Informed". http://www.parcconline.org/

Read the NEA Policy Brief, Common Core State Standards: A Tool for Improving Education.
http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf

View a video and read additional documents regarding the purpose of CCSS from the Hunt Institute. For more videos see Attachment A.
http://www.hunt-institute.org/knowledge-library/articles/2010-4-22/understanding-common-core-state-standards-thomas-b-fordham-institute/

Reflection:
Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Two when educators have met three objectives:

1. All educators will be aware of the CCSS vision and will be familiar with the CCSS documents.
2. All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready.
3. Educators will identify the student behaviors of learners that are college and career ready.

Educators may need to return to actions in Phase One to clarify understandings about the standards, to revisit the learning progressions and/or to evaluate the progress of students in developing the practices and capacities.

Parents and Community:
A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the vision for CCSS and where information can be located. Please guide parents and community to the ADE Common Core website. http://www.commoncorearkansas.org/

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the ELA and mathematics standards

Beyond a close reading, the CCSS will require intensive, sustained professional development initiatives at the district and school levels during the next several years in order to effectively implement the instructional shifts in the CCSS. There is new learning for all educators implicit in the concepts contained in the standards. The Arkansas Department of Education, together with a group of our professional development partners, has defined priorities for going deeper into the instructional shifts implicit in the CCSS for ELA and Mathematics. All Arkansas educators must be thoughtfully engaged in the ongoing professional learning necessary to improve the learning of all students in the 21st century.

Phase Two Recommendations for Professional Development

1. Educators will identify significant instructional shifts in ELA and mathematics. (References A-C)
2. Educators will identify and participate in targeted, professional learning needed to implement CCSS. (Reference D)

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. Educators will work in collaborative groups to study the PARCC Model Content Frameworks. Conversations in grade level and vertical teams should focus on the recommendations in the framework documents and the impact on student learning.
   a. English Language Arts/Literacy Grades 3-11
      http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy_Fall%202011%20Release.pdf
      Listen to the authors of the PARCC Model Content Frameworks for ELA - Literacy and view the PowerPoint.
      http://www.parcconline.org/parcc-content-frameworks

   b. Mathematics Grades 3-11
      http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf
      Listen to the authors of the PARCC Model Content Frameworks for Mathematics and view the PowerPoint.
      http://www.parcconline.org/parcc-content-frameworks

B. Educators will work in collaborative groups to identify the significant instructional shifts in CCSS. A team of educators has identified instructional shifts for ELA and mathematics. Please see the attachments to study each instructional shift. Grade level teams and vertical teams should discuss the impact of these instructional shifts. Encourage teams to reference professional texts to learn more about each instructional shift.
   a. ELA – See Attachment B
   b. Mathematics – See Attachment C

C. Educators will work in collaborative groups to examine and discuss learning progressions. This requires a deeper analysis of the grade level standards and much conversation and reflection from educators. Common Core State Standard Institute #4 will address learning progressions. Date: May 10, 2012: See the website for more information. www.arkansasideas.org/commoncore
   a. ELA
      Heritage, M. (2008). *Learning progressions: Supporting instruction and formative assessment.* Washington, D.C.: The Council of Chief State School Officers. Despite familiarity with curricula and standards, many teachers have little understanding of how student learning progresses which affects their ability to formatively assess learning in the classroom. Heritage argues that explicit learning progressions—descriptions of how students move toward successively more sophisticated levels of knowledge and understanding in specific subjects—can help provide teachers with the information they need to determine where student learning lies in relation to standards and what to do in order to move students toward desired outcomes. Heritage provides various definitions, examples, and methods for developing learning progressions, addressing the implications for instruction and formative assessment.
      http://www.ccsso.org/Documents/2008/Learning_Progressions_Supporting_2008.pdf
   b. Mathematics
      The Common Core Standards Writing Team. (2011, April 7). *Progressions for the Common Core State Standards in mathematics (draft): K-5, number and operations in base ten.* Authors of the Common Core State Standards (CCSS) along with other experts, are beginning to update and refine these learning progressions, descriptions of the steps through which the typical student's learning progresses from novice to expert understanding in a given topic, to serve as essential companions to the standards themselves. These two documents—"K-5, Number and Operations in Base Ten" and "6-8, Expressions and Equations"—are recently released drafts of these revised progressions which lay out a pathway for student learning.
      http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf

The Common Core Standards Writing Team. (2011, April 22). *Progressions for the Common Core State Standards in mathematics (draft): 6-8, expressions and equations.* Authors of the Common Core State Standards (CCSS) along with other experts, are beginning to update and refine these learning progressions, descriptions of the steps through which the typical student's learning progresses from novice to expert understanding in a given topic, to serve as essential companions to the standards themselves. These two documents—"K-5, Number and Operations in Base Ten" and "6-8, Expressions and Equations" —are recently released drafts of these revised progressions which lay out a pathway for student learning. http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_ee_2011_04_25.pdf

Daro, P., Mosher, F., & Corcoran, T. (2011). *Learning trajectories in mathematics: A foundation for standards, curriculum, assessment, and instruction.* Consortium for Policy Research in Education. This report provides an introduction to work being done in the area of learning trajectories to improve mathematics instruction and guide the development of better curriculum and assessments. By focusing on the identification of significant and recognizable clusters of concepts and connections in students' thinking, the authors argue that learning trajectories offer a stronger basis than traditional "scope and sequence" approaches for describing the interim goals that students should meet if they are to achieve college and career readiness. In addition, trajectories provide reference points for designing both summative and formative assessments that offer more useful feedback for instruction than assessments that compare where students stand in comparison with their peers. The report includes background on the origins of this approach, implications for classroom practice, recommendations for next steps, and examples of learning trajectories.
http://www.cpre.org/ccii/images/stories/ccii_pdfs/learning%20trajectories%20in%20math_ccii%20report.pdf

Hess, Karin K., (Ed.) December 2010. *Learning Progressions Frameworks Designed for Use with the Common Core State Standards in Mathematics K-12.* National Alternate Assessment Center at the University of Kentucky and the National Center for the Improvement of Educational Assessment, Dover, N.H. (updated- v.3)
http://www.nciea.org/publications/Math_LPF_KH11.pdf

D. Educators will work in collaborative groups to identify targeted, professional learning needed to implement CCSS. Educators will develop an individual professional development plan and collaborate with groups to develop a school professional development plan (to be included in the ACSIP). Professional development for specific learning may be done in job-embedded professional learning communities or in collaborative group settings.

Please remember to include all educators in the professional development plan (i.e. SPED, ELL, G/T, content, fine arts, etc…). Arkansas Department of Education in collaboration with education cooperatives and university STEM centers will provide targeted professional development in a variety of formats: face-to-face workshops with online support, blended online with face-to-face collaboration, and facilitated online courses. See the attachments for the complete listing of available targeted, professional development available from ADE and partners.

a. ELA – See Attachment D
b. Mathematics - See Attachment E

For further study:
Examine all of the resources in Step 3 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Reflection:
Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Three when educators have met two objectives:

1. Educators will identify significant instructional shifts in ELA and mathematics.
2. Educators will identify and participate in targeted, professional learning needed to implement CCSS.

Educators may need to return to actions in Phase Two to evaluate or clarify understandings about the learning progressions and/or to evaluate how the professional development has supported improvements in professional learning as evidence by student learning.

Parents and Community:
A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the commitment for continued professional learning and the impact for student learning. The National PTA website has many tools that may enhance your collaboration with parents and community. http://www.pta.org/4034.htm

Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students

A deep understanding of the CCSS is essential to educators as they begin to analyze curriculum, instructional practices and assessment. During the next few years, educators will need to plan to utilize data to review and revise curriculum, instructional practices, and assessments to better support student learners to meeting the goal of college and career readiness. This job-embedded professional development involves grade-level groups and vertical teams utilizing data to make decisions.

Phase Three Recommendations for Professional Development

1. **All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards. (Reference A)**
2. **All educators will access the full range of assessment strategies to ensure success for all students. (Reference B)**

References/Resources:
These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. Educators will work in collaborative teams to develop and adopt curriculum that is aligned to the Common Core State Standards. Educators should examine instructional materials (current and potential purchases) for alignment to the rigorous standards of CCSS. The work of curriculum design and instructional materials selection should follow a process of instruction (based on the curriculum), gathering data on student progress, professional teams reflecting on the process and progress, making adjustments and needed revisions to curriculum, instruction and assessment, and repeating this process. A transition plan will be needed as grade spans begin the implementation of CCSS to ensure that all students receive grade level instruction as required by CCSS.
    a. ELA
    Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2 by David Coleman and Susan Pimentel.
    http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf

Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12 by David Coleman and Susan Pimentel.
http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf
English Language Arts Instructional Resource Analysis Tool for the Common Core State Standards
www.arkansasideas.org/commoncore

b. Math
Curriculum Analysis Tool developed by Bill Bush. This tool can be downloaded from www.commoncoretools.wordpress.com by scrolling down to Curriculum Analysis Tool.
Two-Tiered Approach to Analyzing Mathematics Instructional Resource Materials
www.arkansasideas.org/commoncore

B. Educators will develop an assessment system that is aligned to the Common Core State Standards. Considerable focus should be given to formative assessment. Collaborative teams of educators will meet in professional learning communities to examine student work and provide feedback regarding the curriculum, instructional practices, and assessment system.
   a. Heritage, M. (2007). *Formative Assessment Model.* Assessment and Accountability Center (AACC)/National Center for Research on Evaluation, Standards and Student.
   http://www.nycomprehensivecenter.org/docs/form_assess/ModelofFormativeAssessment.pdf
   b. Wylie, E.C. (2008). *Formative Assessment: Examples of Practice.* Washington, D.C.: The Council of Chief State School Officers. http://www.ccsso.org/Documents/2008/Formative_Assessment_Examples_2008.pdf
   c. McManus, S. (2008). *Attributes of Effective Formative Assessment.* Washington, D.C.: The Council of Chief State School Officers. http://ccsso.org/Documents/2008/Attributes_of_Effective_2008.pdf
   d. Heritage, M. (2008). What is Formative Assessment and Where Does it Fit in the Big Picture? PowerPoint presentation.
   http://researchtoactionforum.org/resources/resources_pdfs/by_topic/Margaret-Heritage-PPT.pdf

For further study:
Examine all of the resources in the Introduction and Steps 4-5 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Reflection:

Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Four when educators have met two objectives:

1. All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards.
2. All educators will access the full range of assessment strategies to ensure success for all students.

Educators will need to return to actions in Phase Three to review and evaluate curriculum, instruction and assessment.

Parents and Community:

The Parent's Guide to Success provides suggestions for supporting the implementation of CCSS.
http://www.pta.org/4446.htm
A webinar about the Parent's Guide to Success is accessible on the right side of the webpage, under the header Webinar Information. http://www.pta.org/4446.htm

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

To maximize all resources (human and capital) educators will need to examine all aspects of the learning system and determine what should be sustained, revised, or deleted. Throughout this phase, educators will need to discuss, learn, and search for information. On-going work will be done in this phase.

Phase Four Recommendations for Professional Development

1. **Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Strategic plans will be updated to reflect learning. (References A-B)**

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. **Educators will analyze new supporting documents and make adjustments to curriculum, instruction, and assessment as needed. The PARCC consortium plans to post future documents on their website http://www.parcconline.org/classroom such as:**
   a. Content Frameworks
   b. Sample Instructional Units
   c. Sample Assessment Tasks
   d. Text Complexity Tool
   e. Educator Cadres
   f. Professional Development Assessment Modules
   g. College-Ready Tools

B. Educators will work collaboratively to collect and analyze data, reflect on the progress of meeting the goals of CCSS, and make needed revisions to the school's strategic plan. Educators may use tools such as:
   a. Standard Assessment Inventory (SAI) - The Arkansas Department of Education provides access for every Arkansas district and school to Learning Forward's Standard Assessment Inventory (SAi). http://www.sai-learningforward.org/ Tokens for taking and reviewing the survey are available by contacting the Teacher

Center Coordinator at your local education cooperative. The Fall 2011 token for state viewing is KUCKR. Tokens are updated each semester.

b. Classroom Walk-through (CWT) –The Arkansas Department of Education provides access for every Arkansas district and school to utilize Teachscape's online CWT data collection and reporting system. The Arkansas CWT Standard Survey is available to all districts and schools. Contact your local education cooperative if you are interested in CWT training. Districts may customize a survey by contacting Deborah.Coffman@arkansas.gov
Learn more about CWT on Arkansas IDEAS:
Teachscape's Classroom Walkthrough (CWT) 3.0 offers both a process and a technology to help instructional leaders promote, support, and sustain data-informed instructional improvement and higher student achievement. The Classroom Walkthrough process provides a framework for the walk and for the reflective discussions, data analysis, action planning, and progress monitoring that follows. Teachscape's Classroom Walkthrough technology provides instructional leaders with an easy-to-use data collection, reporting, and analysis system, which tracks improvement relative to research-based indicators. Additionally, there are multiple online modules to support the implementation and understanding of the CWT process.
http://lms-1.aetn.org/?redir=course&id=1001380

For further study:
Examine all of the resources in Step 6 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Reflection:
A school will move back and forth through the four phases as educators encounter new professional learning and/or reflect on student learning. These phases are meant to be a process for considering professional learning that promotes the full implementation of the Common Core State Standards. Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS.

Parents and Community:
Educators will need to continue to communicate their CCSS plan to parents and community. Be sure to post information on your school website. Encourage parents and community to participate in collaborative committees in support of the school's strategic plan.

SUMMARY of Recommendations:

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

- All educators will be aware of the CCSS vision and will be familiar with the CCSS documents.
- All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready.
- Educators will identify the student behaviors of learners that are college and career ready.

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards

- Educators will identify significant instructional shifts in ELA and mathematics.
- Educators will identify and participate in targeted, professional learning needed to implement CCSS.

Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students

- All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards.
- All educators will access the full range of assessment strategies to ensure success for all students.

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

- Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Strategic plans will be updated to reflect learning.

Attachment A: A list of Hunt Institute Videos

Hunt's Institute Videos

These vignettes were developed to help diverse groups – educators, policymakers, parents –better understand the breadth and depth of the Standards and how they will improve teaching, make classrooms better, create shared expectations, and cultivate lifelong learning for all students.

Disclaimer

This video series is meant to be a learning tool that, accompanied by the Standards themselves, will bring greater meaning and understanding to educators, policymakers, parents, and the public as a whole. Viewing these videos alone does not provide comprehensive understanding about the Standards and their benefits for states. The video vignettes are not intended to substitute for deep exploration and discussion of the Standards. They are not curricula, nor are they instructional materials. They are meant to illustrate, give context, and expand upon the Standards themselves—and should always be used in concert with supporting documents and their appendices.

Title	Time	Writers	Short Description
Common Core State Standards: A New Foundation for Student Success	2:53	N/A	• Animated introductory segment • History of Standards, development • Promise of college-and-career ready students
The English Language Arts Standards: What They Are and Who Developed Them	8:00	David Coleman Susan Pimentel	• Detailed description of development process • General discussion of ELA standards • Five principles of development

The English Language Arts Standards: Key Changes and their Evidence	6:24	David Coleman Susan Pimentel	• Historical context of the need for change in ELA Standards • Five critical shifts from earlier standards: text complexity; analysis, inference and evidence; writing to sources; mastery of writing and speaking; academic vocabulary • Importance of academic vocabulary, especially for English Learners
Writing to Inform and Make Arguments	3:35	David Coleman Susan Pimentel	• Required mastery of three kinds of writing • Analytical writing • Rendering complex information clearly • Student writing styles/multiple disciplines
The Balance of Informational and Literary Texts in K-5	2:14	Susan Pimentel	• Shift the balance to 50 percent informational texts and 50 percent literature in elementary grades • Importance of balance in preparing for later grades and non-literary texts
Literary Non-Fiction in Grades 6-12: Opening New Worlds for Teachers and Students	1:33	Susan Pimentel	• Expanded use of literary non-fiction in later grades • In-depth discussion about the value of teacher expertise in cultivating students' deeper understanding of complex and varied texts
Literary Non-Fiction in the Classroom: Opening New Worlds for Students	2:27	David Coleman	• Opportunities for students to delve more deeply into more varied texts, especially literary non-fiction • Addresses student engagement with many sources: e.g. the *Preamble to the Constitution*, Lincoln's *Gettysburg Address*, and King's *Letter from a Birmingham Jail.*
Literacy in Other Disciplines	3:50	David Coleman	• How ELA Standards apply – and require mastery – across several disciplines (History/Social Studies, Science, and Technical Subjects) • In-depth discussion of Madison and *Federalist Paper 51*
Text-Dependent	10:20	David	• In-depth analysis and discussion of Dr. King's Letter from a Birmingham Jail

Analysis in Action: Examples from Dr. Martin Luther King, Jr.'s *Letter from a Birmingham Jail*		Coleman	• Explanation of the cognitive requirements of the Standards • Examples drawn from specific, well-argued paragraphs
Conventions of Standard English Writing and Speaking	1:44	Susan Pimentel	• Asserts the importance of good grammar • Applying complex conventions to writing and speaking as grade levels increase • Discussion of formal and informal communications
Speaking and Listening: The Key Role of Evidence	2:24	Susan Pimentel	• Standards for speaking and listening • Focus on collaboration in multiple settings in work or college • Preparation, respect, and problem-solving in formal and informal situations
The Crucial Role of Higher Education and Business in Developing the Standards	1:42	David Coleman	• Outline of the range of higher education professors and practitioners who were involved • Articulation of business leader involvement
The Mathematics Standards: How They Were Developed and Who Was Involved	8:11	William McCallum Jason Zimba	• General discussion of mathematics standards • Aspirations for mathematics instruction at higher levels • Greater mastery through focus and coherence • Review of groups involved • General discussion of mathematics progressions • What is and is not included at the elementary level • What happens at middle school • Discussion of migration away from strands and into domains of mathematics
The Mathematics Standards: Key Changes and Their Evidence	4:36	William McCallum	• General discussion of mathematics standards and goals • Description of domains and increased focus and coherence • Discussion of domains' discrete life spans • General description of the differences for high school mathematics, including real

			world applications and modeling
The Importance of Coherence in Mathematics	4:37	William McCallum	• In-depth description of coherence in mathematics, with examples • Need for mathematics domains to fit together for college and career preparation • Flows of the domains in mathematics; moving into a unified whole • Algebra as an example
The Importance of Focus in Mathematics	2:42	Jason Zimba	• First-year college remediation challenges • Mismatch between higher education and K-12 – more mastery of fewer topics vs. covering more • Focus as it relates to teachers' needs to build a solid foundation in early grades • Solid early foundation enabling greater success later
The Importance of Mathematical Practices	4:02	William McCallum Jason Zimba	• Standards for Mathematical practice –processes and proficiencies • Habits of mind of the mathematically proficient student • Description of modeling; applying mathematics outside the math classroom • Using mathematics tools in flexible, sophisticated, and relevant ways across disciplines • Technology, structure, and generalization
Mathematical Practices, Focus and Coherence in the Classroom	1:13	Jason Zimba	• Habits of mind • Coherence and focus • Implications for the classroom
Whole Numbers to Fractions in Grades 3-6	1:57	William McCallum	• Detailed description of the progression from adding and multiplying whole numbers into working with fractions
Operations and Algebraic Thinking	1:52	Jason Zimba	• Detailed description of the three domains of numbers and operations (Operations and Algebraic Thinking; Number and Operations in Base Ten; and Numbers and Operations–Fractions)

			• Arithmetic as a rehearsal for Algebra
High School Math Courses	2:49	William McCallum	• Careful, prescribed sequence of mathematics that builds skills and mastery for elementary and middle school • Explanation of two reasons for a different approach to high school • How mathematics is better connected and cohesive at high school levels • Modeling and probability/statistics in all math subjects
The Importance of Mathematical Progressions	2:02	William McCallum	• Progressions, with examples • Design of math progressions and how they play out in domains over grade spans • Connecting topics logically and sequentially
Mathematical Progressions - From the Student Perspective	3:08	Jason Zimba	• Student-centered discussion of the progressions in domains from one grade to another
Gathering Momentum for Algebra	2:08	William McCallum	• Description of "Algebra Wall" – a challenge for many students under previous standards • Ramp building from kindergarten to Algebra in all domains
Mathematical Fluency: A Balanced Approach	1:56	William McCallum Jason Zimba	• Balance between procedural fluency and conceptual understanding, with examples • Building on required fluencies
Ratio and Proportion in Grades 6-8: Connections to College and Career Skills	1:01	Jason Zimba	• Ratio and proportion—connections in elementary and middle grades and real world application • Foundations for high school mathematics
The Mathematics Standards and the	1:14	Jason Zimba	• General discussion of math standards

Shifts They Require			• for higher math performance • cohesiveness • goals of focus and coherence	Aspirations Links and Meeting
Helping Teachers: Coherence and Focus	1:39	William McCallum	• teachers in drafting math standards • – seeing forward and backward • doing fewer things more deeply • help teachers • highlighted	Role of Coherence Focus— Details that Fractions
Shifts in Math Practice: The Balance Between Skills and Understanding	1:02	William McCallum	• discussion • expectations • between skills and understanding • cognitive demand • for teachers to go more deeply with their students • students to not only "do" the math, but "use" the math	General Clear Balance Higher More time Preparing

Big Shifts in Common Core State Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
Appropriately Complex Texts Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10	Students will engage in reading texts of increasing complexity, including texts that will stretch their reading abilities. Note: Text complexity takes into consideration quantitative and qualitative measures as well as reader and task considerations.	**Common Core State Standards** Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. *(Common Core State Standards,* page 8) In *Common Core State Standards*, see also: *Appendix A*, pages 2-16 *Appendix B* (Text Exemplars) **Publishers' Criteria** All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level complex text as required by the Standards. *(Publisher's Criteria K-2,* page 4; *Publisher's Criteria 3-12,* page 3)

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		Characteristics of Complex Text • Contains sophisticated academic vocabulary • Supports rich dialogue • Enables complex tasks • Provides a source for deep thinking • Builds conceptual and world knowledge (*Publisher's Criteria K-2,* pages 2-3; *Publisher's Criteria 3-12,* pages 3-5) **Model Content Frameworks** Complex text is typified by a combination of longer sentences, a higher proportion of less-frequent words, and a greater number and variety of words with multiple meanings. In higher grade-levels, complex text involves higher levels of abstraction, more subtle and multidimensional purposes, and a wider variety of writing styles — all of which place greater demands on working memory. *(Model Content Frameworks,* page 8)
Increased Reading of Informational Texts Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10	Students will read informational texts to gain deeper understanding of a topic, idea, or event. Throughout the school day, students at grades K-5 should read a balance of 50% literature and 50% informational texts. Throughout the school day, the majority of texts read by students in grades 6-12 should be informational texts. By grade	**Common Core State Standards** The Standards require a balance between the reading of literature and the reading of informational texts including texts in history/social studies, science, and technical subjects. *(Common Core State Standards,* page 5) In *Common Core State Standards*, see also the *Introduction,* page 5 for distribution of reading informational texts at the grade-levels based on NAEP. *Appendix B* of the *Common Core State Standards* provides

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	12, at least 70% of texts students read should be informational texts. Fulfilling the Standards for grades 6-12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In all disciplines, the majority of informational texts read by students should be viewed as arguments.	several examples of high-quality literary nonfiction. **Publishers' Criteria, K-2** In kindergarten–grade 2, the most notable shifts in the standards when compared to state standards include a focus on reading informational text and building coherent knowledge within and across grades. *(Publishers' Criteria, K-2*, page 1) In addition, to develop reading comprehension and vocabulary for all readers, the selected informational texts should build a coherent body of knowledge within and across grades. (The sample series of texts regarding "The Human Body" provided on page 33 of the *Common Core State Standards* offers an example of selecting texts to build knowledge coherently within and across grades.) *(Publishers' Criteria, K-2,* page 4) **Publishers' Criteria, 3-12** The standards emphasize arguments (such as those in the foundational documents of the United States) and other literary nonfiction that is built on informational text structures rather than literary nonfiction that is structured as stories (such as memoirs or biographies). *(Publishers' Criteria, 3-12,* page 5) **Model Content Frameworks** In elementary grades, there is a 50/50 balance of literature and nonfiction texts, whereas in high school, informational texts are to be more prominently featured. *(Model Content Frameworks,* page 7)

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
Content Area Literacy Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.CCR.10	To build content knowledge, students will read and comprehend texts in all content areas. In addition to closely reading texts, students will demonstrate evidence of content mastery through writing about what they have read as well as engaging in rich conversations and/or making presentations about what they have learned from a close analytic reading of a text. At grades 6-12, students should progress toward college and career readiness when reading in all disciplines. This requires students to develop an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. Furthermore, students at grades 6-12 should progress toward college and career readiness when writing in all disciplines. This requires students to develop the ability to respond to texts,	**Common Core State Standards** In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that the Reading Standards are meant to complement the specific content demands of the disciplines, not replace them. *(Common Core State Standards,* page 60) For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. *(Common Core State Standards,* page 63) **Publishers' Criteria, 3-12** Students will integrate information drawn from charts, graphs, other formats, and media with information derived from texts. *(Publishers' Criteria, 3-12,* page 14) Focusing on extended texts, students will develop the stamina

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	using the norms, conventions, and vocabulary of the discipline; synthesize information from multiple sources; and support claims with relevant and sufficient evidence when writing an argument.	and persistence needed to read and extract knowledge and insight from larger volumes of materials. *(Publishers' Criteria, 3-12,* page 14) Students explain evidence drawn from the text orally and in writing. *(Publishers' Criteria, 3-12,* page 15) As in the ELA Reading Standards, the large majority of the Literacy Standards for History/Social Studies, Science, and Technical Subjects require that aligned curricula include high-quality questions and tasks that are text dependent. Such questions should encourage students to "read like a detective" by prompting relevant and central inquiries into the meaning of the source material that can be answered only through close attention to the text. ... Materials should design opportunities for close reading of selected passages from extended or longer texts and create a series of questions that demonstrate how close attention to those passages allows students to gather evidence and knowledge from the text. This text-dependent approach can and should be applied to building knowledge from the comparison and synthesis of multiple sources in science and history. *(Publishers' Criteria, 3-12,* page 15) For additional guidance in Content Area Literacy (text complexity, range and quality of texts, text-dependent questions and tasks, academic and domain-specific vocabulary, writing to sources and research), see also

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		Publishers' Criteria, pages 13-17. **Model Content Frameworks** Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. Accordingly, educators in all disciplines bear some responsibility for ensuring the literacy of the students in their classes. *(Model Content Frameworks,* page 11)
Close Reading All College and Career Readiness Anchor Standards for Reading R.CCR.1-10.	Students will engage directly with a text of sufficient complexity by reading and rereading the text to draw meaning from it (e.g., understanding complex structures and language, drawing conclusions or making inferences about topics, main ideas, themes, characters, plot). For younger students or those needing additional help, the first reading of a text may be done by the teacher. Scaffolding may be required during and after each read to help students	**Common Core State Standards** The *Common Core State Standards* (CCSS) document states that students must acquire the habits of reading independently and closely, which are essential to their future success. Close reading is fundamental for interpreting text. "Reading closely" means developing a deep understanding and a precise interpretation of a text that is based first and foremost on the words themselves. But a close reading does not stop there; rather, it embraces larger themes and ideas evoked and/or implied by the passage itself. Students learn strategies for close reading such as: • Understanding your purpose in reading

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	understand complex ideas and structures presented within the text.	• Understanding the author's purpose in writing • Seeing ideas in a text as being interconnected • Looking for and understanding systems of meaning • Engaging a text while reading • Getting beyond impressionist reading • Formulating questions and seeking answers to those questions while reading *(Common Core State Standards,* page 7) **Publishers' Criteria, K-2** Students understand that thinking and reading occur simultaneously. As students apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, productive connections and comparisons across texts and ideas should bring students back to careful reading of specific texts. *(Publishers' Criteria, K-2,* page 5) Students should glean the information they need from multiple readings of a text. *(Publishers' Criteria, K-2,* page 6) **Publishers' Criteria, 3-12** Students must grapple with a range of works that span many genres, cultures, and eras and model this kind of thinking and writing in their own work. *(Publishers' Criteria, 3-12,* page 5) **Model Content Frameworks** Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining its meaning

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. Close, analytic reading entails the careful gathering of observations about a text and careful consideration about what those observations taken together add up to — from the smallest linguistic matters to larger issues of overall understanding and judgment. *(Model Content Frameworks,* page 6)
Text-dependent Questions All College and Career Readiness Anchor Standards for Reading. R.CCR.1-10. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.CCR.9 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,	Students will respond, orally and through writing, to questions about a text in which the answers are found within the text and not based on prior knowledge. In response to high-quality, text-dependent questions, students will analyze key ideas and details of a text as well as its craft and structure. Based on information within the text, students will make inferences and draw conclusions from the text and support inferences and conclusions with textual evidence. Students should also write responses to text-dependent questions that ask students to analyze more than one text	**Common Core State Standards** Students cite specific evidence when offering an oral or written interpretation of a text. *(Common Core State Standards,* page 5) Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. *(Common Core State Standards,* page 8) **Publishers' Criteria, K-2** Curricula should focus classroom time on practicing reading, writing, speaking, and listening with high-quality text and text-dependent questions and omit that which would otherwise distract from achieving those goals. *(Publishers' Criteria, K-2,* page 5)

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
development, and style are appropriate to task, purpose, and audience. SL.CCR.4	and to make comparisons, make inferences, and/or draw conclusions based on textual evidence both within and across texts. To meet the rigor of the Common Core State Standards, at least 80%-90% of questions about a text should be text dependent.	Text-dependent questions do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Materials should be sparing in offering activities that are not text dependent. Student background knowledge and experiences can illuminate the reading but should not replace attention to the text itself. Questions and tasks should require thinking about the text carefully and finding evidence in the text itself to support the response. Discussion tasks, activities, questions, and writings following readings should draw on a full range of insights and knowledge contained in the text in terms of both content and language. *(Publishers' Criteria, K-2,* page 5) **Publishers' Criteria, 3-12** A significant percentage of tasks and questions are text dependent. The standards strongly focus on students gathering evidence, knowledge, and insight from what they read and therefore require that a majority of the questions and tasks that students ask and respond to be based on the text under consideration. Rigorous text-dependent questions require students to demonstrate that they not only can follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. *(Publishers' Criteria, 3-12,* page 6) Text-dependent questions do not require information or evidence from outside the text or texts; they establish what

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		follows and what does not follow from the text itself. Materials should be sparing in offering activities that are not text dependent. Eighty to 90 percent of the Reading Standards in each grade require text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions. When examining a complex text in depth, tasks should require careful scrutiny of the text and specific references to evidence from the text itself to support responses. A text-dependent approach can and should be applied to building knowledge from multiple sources as well as making connections among texts and learned material, according to the principle that each source be read and understood carefully. *(Publishers' Criteria, 3-12,* page 6) High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact. The sequence of questions should cultivate student mastery of the specific ideas and illuminating particulars of the text. High-quality text-dependent questions will often move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text. Questions aligned with Common Core State Standards should demand attention to the text to answer fully. An effective set of discussion questions might begin with relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Good questions will

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		often linger over specific phrases and sentences to ensure careful comprehension and also promote deep thinking and substantive analysis of the text. Effective question sequences will build on each other to ensure that students learn to stay focused on the text so they can learn fully from it. Even when dealing with larger volumes of text, questions should be designed to stimulate student attention to gaining specific knowledge and insight from each source. *(Publishers' Criteria, 3-12,* page 7) **Model Content Frameworks** The Model Content Frameworks are organized with the expectation that students will respond to high-quality, text-dependent prompts about what they have read by framing a debate or informing the reader about what they have learned through writing. Rigorous, text-dependent questions require students to demonstrate that they can follow the details of what is explicitly stated and make valid claims and inferences that square with the evidence in the text. *(Model Content Frameworks,* page 8) Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content and to develop needed proficiencies in analysis.

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		(Model Content Frameworks, pages 14-15*)*
Academic Vocabulary Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.CCR.6	Students will study and acquire general academic vocabulary (Tier Two words) to read and comprehend complex texts in all content areas, and they will demonstrate mastery by using general academic vocabulary when writing and speaking. To build content knowledge in all disciplines, students will also study and acquire domain-specific vocabulary (Tier Three words) through reading complex texts in the disciplines and will demonstrate mastery when writing and speaking about the content. Note: General academic vocabulary is frequently encountered in complex written texts and is particularly powerful because of the wide applicability to many types of reading. Teachers thus need to be alert to the presence of general academic vocabulary and determine which words need careful attention.	**Common Core State Standards** The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. *(Common Core State Standards,* page 8) Tier Two words (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative, vary, formulate,* *specificity*, and *accumulate*), technical texts (*calibrate, itemize, periphery*), and literary texts (*misfortune, dignified, faltered, unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. Tier Three words (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (*lava, carburetor, legislature, circumference, aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		(e.g., made a part of a glossary). *(Common Core State Standards, Appendix A,* page 33) **Publishers' Criteria** Of particular importance is building students' academic vocabulary or Tier Two words. Informational texts that carefully sequence content within a domain will greatly support the development of these words while building student knowledge. *(Publishers' Criteria, K-2*, page 3; *Publishers' Criteria, 3-12,* pages 10, 17) **Model Content Frameworks** By focusing on academic vocabulary, students will build fluency, improve reading comprehension, and be more prepared to access a wide range of complex texts. *(Model Content Frameworks,* page 9) Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking. *(Model Content Frameworks,* page 80)
Argumentative Writing Write arguments to support claims with clear reasons and relevant evidence. W.6-12.1	To develop the ability to write arguments, students at all levels will write about topics or texts upon which there are differing views. The balance of student writing which is argumentative increases as students progress through the grades:	**Common Core State Standards** In English Language Arts, students make claims about the worth or meaning of a literary work or works. When writing about a text, students defend their interpretations or judgments with evidence from the text(s). In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and students argue for a historically or

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	At grades K-5, students will write opinions about topics or texts. By grades 3-5, it is recommended that 65% of student writing be analytical (opinion or informative/explanatory). Of that, at least 30% should be writing opinions. At grades 6-12, students will write arguments in which they make claims about topics or texts and support those claims with reasons and evidence. As student progress through the grades, they should be able to write well-developed arguments in which they demonstrate a command of the argumentative structure and the ability to integrate other text types (informative and narrative) into the argument when appropriate. In grades 6-8, it is recommended that 70% of student writing be analytical (opinion or informative/explanatory). Of that, at least 35% should be writing opinions. In grades 9-12, it is recommended that 80% of student writing be analytical (opinion or informative/ explanatory). Of that, at least 40% should be writing opinions.	empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. *(Common Core State Standards,* page 23) In *Common Core State Standards*, see also the *Introduction,* page 5 for distribution of argumentative writing at the grade-levels based on National Assessment of Educational Progress (NAEP). **Publishers' Criteria, 3-12** The Common Core State Standards require that the balance of writing students are asked to do parallel the balance assessed on the National Assessment of Educational Progress (NAEP): • In elementary school, 30% of student writing should be to argue, 35% should be to explain/inform, and 35% should be narrative. • In middle school, 35% of student writing should be to write arguments, 35% should be to explain/inform, and 30% should be narrative. • In high school, 40% of student writing should be to write arguments, 40% should be to explain/inform, and 20% should be narrative. These forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	Note: A logical argument convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Common Core State Standards place emphasis on writing logical arguments.	on using information or evidence drawn from texts. *(Publishers' Criteria, 3-12,* page 11) **Model Content Framework** While narrative writing is given prominence in early grades, as the grade-level increases, the Common Core State Standards (and therefore the Model Content Frameworks) shift the focus to writing arguments or informational pieces that analyze sources (including writing about research students have performed). *(Model Content Frameworks,* page 7-8) For the amount of argumentative writing recommended at each grade-level (grades 3-11) in the *Model Content Frameworks,* see also grade-specific frameworks on pages 14, 23, 32, 41, 50, 59, 68, 78, 88.
Short and Sustained Research Projects Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCR.W.7 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of	Several times a year, students should engage in both short and extended research about topics in order to gain deeper understanding about those topics. Students will synthesize information from a number of sources and present the information in a variety of formats. When appropriate, students are encouraged to use technology to present findings. Note: A sustained research project is an investigation intended to address a relatively expansive query using several sources over an extended period of time,	**Common Core State Standards** Students have to become adept at gathering information, evaluating sources, citing material accurately, and reporting findings from their research and analysis of sources in a clear and cogent manner. *(Common Core State Standards,* pages 41, 63) **Publishers' Criteria, 3-12** Often in research and other contexts, several texts will be read to explore a topic. It is essential that such materials include a selected text or set of texts that can act as cornerstone or anchor texts that make careful study worthwhile. The anchor text or texts provide essential opportunities for students to spend the time and attention required for close reading and to demonstrate in-depth comprehension of a specific source or

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
each source, and integrate the information while avoiding plagiarism. CCR.W.8 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCR.W.9	as in a few weeks of instructional time. A short research project is an investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time. *(Common Core State Standards, Glossary,* page 43)	sources. Additional research sources beyond the anchor texts enable students to demonstrate they can read widely as well as read a specific source in depth. *(Publishers' Criteria, 3-12,* page 6) **Model Content Frameworks** The Model Content Frameworks give special prominence to research tasks, reflecting the deep connection research has to building and integrating knowledge while developing expertise on various topics. When possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts. Through a progression of research tasks, students are called on to present their findings in a variety of modes in informal and formal contexts appropriate to the grade-level (e.g., through oral presentations, argumentative or explanatory compositions, or multimedia products). *(Model Content Frameworks,* page 8) For guidance on extended research projects at each grade-level (grades 3-11) in the *Model Content Frameworks,* see also grade-specific frameworks on pages 15, 24, 33, 42, 51, 60, 69, 79, 89.

The above resources used for supporting documentation may be accessed online using the following links:

Common Core State Standards for English Language Arts and Literacy in History,/Social Studies, Science, and Technical Subjects, http://corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Common Core State Standards for English Language Arts and Literacy in History,/Social Studies, Science, and Technical Subjects, Appendix A, http://corestandards.org/assets/Appendix_A.pdf

Publishers' Criteria for English Language Arts and Literacy, Grades K-2,
http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf

Publishers' Criteria for English Language Arts and Literacy, Grades 3-12,
http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf

PARCC Model Content Frameworks for English Language Arts/Literacy, Grades 3-11,
http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy_Fall%202011%20Release%20%28rev%29.pdf

Attachment C: Mathematics Instructional Shifts

The Big Shifts in Mathematics Content (K-8)

Kindergarten

The sentence from the Common Core State Standards for Mathematics (CCSSM) that points to the biggest shift for kindergarten teachers is that there are two critical areas of study: Number/Operations and geometric reasoning. The following quote from the CCSSM clearly indicates the focus for Kindergarten: "More learning time in kindergarten should be devoted to number than any other topic." In order to devote this time, some things that were in the Arkansas Mathematics Frameworks for Kindergarten are not found in the CCSSM.

Although Counting and Cardinality are still part of Kindergarten there is a shift toward understanding the concept of "ten" as a unit with a real focus on understanding the number 11-19 as one group of ten and some toward the next group of ten. (K.NBT.1) This standard does not limit the teaching of number to 19. In fact, another standard (K.CC.1) requires that students "count to 100 by ones and tens." While teaching students to count the concept of "ten" as a unit can continue to develop.

The other major shift is the expectation that students will understand addition and subtraction as actions related to situations. This is indicated in the description of Operations and Algebraic Thinking domain and clarified in "Table 1: Common addition and subtraction situations" found on page 88 of the CCSSM.

In geometry, students are expected to move beyond vocabulary and compare two- and three-dimensional shapes based on attributes of the shapes.

First Grade

In first grade, two of the four foci deal exclusively with number concepts. Thus as in Kindergarten, more of the instructional time in first grade will be spent on place value and addition and subtraction concepts than on other topics.

Student will not just learn how to add and subtract but to identify situations in which addition and subtraction are appropriate. These situations are summarized in "Table 1: Common addition and subtraction situations" found on page 88 of the CCSSM.

Another big shift in first grade is the intent to have students understand two-digit numbers and the use of the concept of "ten" as a unit to record, compare and compute with these numbers.

Perhaps the biggest shift for first grade teachers will be the expectation that student "understand and apply properties of operations and the relationship between addition and subtraction" as a way of making sense of number and operations. This is a way of thinking and generalizing ideas that later apply to larger and rational numbers. Under the Arkansas Frameworks, these ideas were not given special emphasis or specifically connected to number and operations.

Another shift is related to linear measurement. The foundation for critical understanding of linear measurement and the development of tools is established in first grade. Students are to make sense of the underpinnings of the principles of measure (identical units, iteration, transitivity and no gaps/overlaps) that lead to the development of measurement tools. Geometry is another shift for first grade. Students need to build an understanding of properties of shapes and their relationships to each other. While fractions are not addressed in number and operations, exploring and making sense of part-whole relationships through equal sharing experiences is embedded in the continued exploration of shape and form.

Second Grade

As in first grade, two of the four foci for grade two deal exclusively with number concepts. This will require a significant increase in the amount of instructional time spent on these topics.

Certainly the expectation that "all" students can fluently add and subtract within 20 will produce a shift for teachers at this grade. Teachers will need to understand that fluency does not develop without understanding and appropriate practice. The research on how fluency develops needs to be communicated to teachers. This includes building an "understanding and applying properties of operations and the relationship between addition and subtraction" as a way of making sense of number and facts. This builds on the generalized thinking from first grade. If what researchers have found is implemented this shift will not take teacher back to ineffective timed drill.

Another significant shift for second grade teachers will help students explore and understand how grouping by tens extends to hundreds once ten groups of ten have been formed. The CCSSM intend that students not just see patterns in the way numbers are recorded, but understand the structure of the recording system and expansion of understanding and application properties of operations to 1000

i.e. $16 \times 10 = (10 \times 10) + (6 \times 10)$ or $50 \times 10 = 5 \times (10 \times 10)$ or
$1000 = (10 \times 10) \times 10 = 10 \times (10 \times 10)$

The biggest shift in number and operations for second grade is in the area of adding and subtracting within 100. The CCSSM clearly state that students use the "traditional" algorithm for addition and subtraction in grade ***four***. Many teachers rely exclusively on the traditional algorithm for performing these operations but the CCSSM is very clear that in second grade students "fluently add and subtract within 100 using ***strategies*** **based on place value, properties of operations and the relationship between addition and subtraction.**" (2.NBT.5)

While not clearly defined, linear measurement brings a significant shift from Arkansas Frameworks. Students will develop an understanding for the need for standard units and **translate the underpinnings** from first grade **to the development of tools** for linear measurement (inches, feet, yards, centimeters and meters). Without making these connections, all will be for naught. Partial units for linear measurement are not included in second grade, but it is critical to note that after second grade, linear measurement does not appear again in the CCSS. There is an indirect route into fractions on a number line under Number and operations – Fractions in 3rd grade. If students are to learn linear measurement, districts will need to decide who is truly responsible for this learning. One of the questions facing districts will be: Does second grade take the full

accountability for developing the linear measurement with understanding (including partial units) or pass the completion of the ideas to third grade?

Third Grade

As in first and second grade, two of the four foci for grade three deal exclusively with number concepts with a heavy emphasis on developing a deep understanding of fractions. This will require a significant increase in the amount of instructional time spent on these topics.

Perhaps the one of the biggest shifts for third grade teachers will be the expectation that students understand properties of operations beyond inverse operation for addition and subtraction to the relationship between multiplication and division and apply these ideas a way of making sense of number and operations. The generalization of these ideas should be used to develop understanding and support student thinking about facts, the four operations with multi-digit numbers, base 10 concepts and fractions. Under the Arkansas Frameworks these ideas were not given special emphasis or specifically connected to number and operations.

Certainly the expectation that "all" students can fluently multiply and divide within 100 in the different problem situations will produce another major shift for teachers at this grade. The different problem situations are found in "Table 2: Common multiplication and division situations" on page 89 of the CCSSM. The CCSSM stress that students should learn facts based on "understanding and the application properties of operations and the relationship between multiplication and division." Teachers need to understand that fluency does not mean the development of facts without understanding and appropriate practice. If what researchers have found is implemented, this shift should not take teacher back to ineffective timed drill.

In second grade, students are expected to make sense of number through 1000 and in fourth grade students are expected to generalize the whole number base-ten numeration system. Third grade students are expected to round and solve problems within 1000. If students are expected to extend and generalize their thinking from second grade to fourth, third grade will need to continue to strengthen the work in 2nd grade and build on these ideas if they are going to be in the position to generalize in fourth.

Another huge shift is towards an in-depth conceptual understanding of fractions in contextualized situations both in number and operations and as part of geometric reasoning through the applications of properties of operations. The thinking goes far beyond the simple identification of fractional parts using fraction models.

Third grade will focus also efforts in measurement to exploring and making sense of area by applying the basic constructs of equal sized units, iteration, no gaps and overlaps. Students are expected use their understanding of area to generalize the formula for finding the area of a rectangle. Again while not explicit in the common core standards, teachers will have to provide students with experiences to help them develop spatial structure (seeing a row iterated across the area or the column iterated across the area). Michael Battista and others have done research on "Students' Spatial Structuring of 2D Arrays of Squares " describing learning progressions of students' ability to structure space. (Battista, M. T., Clements, D. H., Arnoff, J.,

Battista, K., & Borrow, C. V. A. (1998 November). Students' spatial structuring of 2D arrays of squares. *Journal for Research in Mathematics Education 29*(5), 503-532.)

Fourth Grade

Fourth grade has three areas of foci, but two of those still deal with number concepts. According to the Common Core document, three critical areas of focus are: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties.

Students will generalize their understanding of whole number place value and the relative sizes of numbers in each place based on base-ten concepts and properties of operations {i.e. 10,000 – 10 x (10 x (10x 10))}. The emphasis on developing understanding *and fluency* with multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends by applying knowledge of base-ten numeration and properties of these operations. This will require a greater amount of time spent in these areas and will be dependent on the understandings and generalizations students developed in the previous grades.

A big shift will be the emphasis on developing student's ability to explain their reasoning and use multiple methods of solving problems. Students are expected to learn the concepts, see them relationally (based on the properties of operations) and invent strategies for solving problems. This will require a great deal of class time to develop the knowledge, understanding, and skills needed to achieve this goal. Teachers may also require professional development in questioning skills and procedures that allow students to develop these skills.

One of the biggest shifts is the emphasis on fractions and the depth to which they are taught. A great deal of the CCSSM fraction piece for fourth grade was taught in the fifth and sixth grade Arkansas frameworks. This may challenge the teachers as well as the students. Students will develop understanding of fraction equivalence and operations with fractions; recognize that unlike fractions can be equal; develop methods for generating and recognizing equivalent fractions. Students will build on previous understandings of how fractions are built; compose and decompose fractions into unit fractions; and multiply a fraction by a whole number based on properties of operations. Students will also show understanding of decimal notation for fractions and compare decimal fractions,

The measurement and data portion will require students to solve measurement problems and convert from a larger unit to a smaller unit. Students will also represent and interpret data and understand concepts of angle and measure angles.

The shift in geometry appears small at first glance, but when you look at the depth to which it must be taught, the shift is quite large. The focus in geometry is on two-dimensional figures, lines, and angles, but many concepts have moved down from fifth grade and above. Students will describe, analyze, and classify two-dimensional figures. Through building, drawing, and analyzing these shapes, students will gain a deeper understanding of properties of two-dimensional objects and how to use them to solve problems related to symmetry.

Fifth Grade

The CCSSM document states that the primary focus for fifth grade students should be: (1) the *development of fluency* with addition and subtraction of fractions and *developing understanding* of the multiplication and division of fractions in limited cases; (2) the extension of division to 2-digit divisors; integrating decimal fractions into the place value system; developing understanding of operations with decimals to hundredths; and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Students will use equivalent fractions as a strategy to add and subtract fractions with unlike denominators. They will solve relevant word problems that involve addition and subtraction of fractions referring to the same whole using visual models or equations.

Fifth grade students will develop an understanding of why division procedures work and finalize fluency with multi-digit addition, subtraction, multiplication, and division. They will apply their understandings of decimals and decimal notation and will be able to make reasonable estimates of computations.

Several items dealing with patterns, relations and functions, as well as rational numbers and use of technological tools found in the sixth through eighth grade Arkansas frameworks have shifted to fifth grade in CCSSM. Students must identify and extend patterns in real world situations and be able to invent strategies to solve problems using function tables and linear equations. Measurement focuses on the conversion of like units within a given measurement system, representing and interpreting data, and understanding the concepts of volume and relating it to multiplication and to addition. These skills are all used in solving multi-step, real world problems. The strategies for finding volume are shifting from third and fourth grade to fifth grade, which means students will not have that foundation previously laid in those earlier grades.

Fifth graders will graph points on the coordinate plane in order to solve real-world and mathematical problems. They will also classify two-dimensional figures into categories based on their properties. The rigor and relevance of the work should be stressed.

Sixth Grade

Teachers will find that much of the content that was beginning and developing in grade 6 in the Arkansas Frameworks is reaching a culminating or fluency standard in grade 6 in the CCSSM. Sixth grade contains the expectation for fluency with multi-digit division (expectations for fluency in the other three operations have occurred in earlier grades), and with all four operations with decimals. The last operation for fractions, division, is begun in fifth grade and continued into sixth grade. The change in domains in grade 6 indicates that sixth grade is a pivotal point when the focus begins to shift from number and operations (K-5) to the underpinning of algebra.

Proportional reasoning emerges as a major topic in grade 6. The CCSSM recognizes proportional reasoning as one of the more powerful types of reasoning needed by adults, and defines it as a focus on instruction in the middle grades. In grade 6, students are asked to connect ratio and rate to whole number multiplication and division and use ratio and rate to solve problems. Their work will include the use of equivalent ratios, unit rates, and percent.

Students in grade 6 will encounter negative numbers (additive inverses of all the kinds of numbers they have already studied) as a final element needed to complete the rational number system. They will consider the relative locations of various numbers on a number line. Having a firm understanding of the entire rational number system will be vital for success as students move into seventh grade. Positive and negative numbers will be used to locate points in a coordinate plane as well. Also, sixth graders will learn about data distributions and statistics. Rather than just learning to calculate convention measures of center, they will examine distributions of numerical data, learn about and understand both central tendency and statistical variability, and summarize distributions using appropriate statistics. They will not only learn to calculate statistics to measure center, they will explore the vulnerabilities of these measures to characteristics of the data (i.e., that the mean can be skewed by outliers). They will also explore statistics that measure variability and consider their uses as well. These are topics that have previously been approached after grade 6.

Seventh Grade

Teachers in seventh grade may be among those who feel fewer shifts in actual content coming into the grade and more of a shift toward being able to delve deeper into fewer major topics of emphasis. The key word for 7th grade teachers is **focus**. Examining proportional relationships in various forms (including equation, graph, table) and applying them to solve problems (including with scale drawings) have been in the Arkansas seventh grade curriculum in the past and are even more important in the CCSSM. An examination of these new standards will reveal the expectation that seventh graders develop a strong, flexible understanding of proportions and their applications. (7.RP.1-3; 7.G.1)

Similarly, extending operations to the full rational number system (including integers and negative fractions), working with and solving linear equations, solving problems involving area, surface area, and volume, and drawing inferences about populations based on samples have all been included in the Arkansas 7th grade curriculum in the past. The defining difference is the focus on these topics, which reflects the intent that students spend larger portions of time developing conceptual understanding and applying the related skills to solve problems.

In order to allow more time for these important focus topics, other time-consuming topics have been shifted out of 7th grade mathematics, such as: graphing in the coordinate plane, understanding integers and negative fractions as part of the rational number system, developing the concepts of surface area and volume, and using scientific notation. Some topics lingering from elementary have also been shifted out, such as: elapsed time, linear measure, and finding area of simple polygons.

Eight Grade

Two of the three focus areas for Eight Grade deal with algebraic concepts. In Eight Grade students will learn many of the algebra concepts that are currently found in the Arkansas Mathematics Frameworks for Algebra I.

Eight grade students will expand their understanding of number to include irrational numbers. This will require that these students work with radicals and transcendental numbers like pi. This includes using roots to solve equations of the $x^n=p$, where n is a natural number and p is a positive rational number. The properties of integer exponents have moved from Algebra I to Eighth Grade in the CCSSM. Students are required to fluently generate equivalent expressions using the properties

of integer exponents. The use of integer exponents includes fluency in ***SOLVING*** (not just converting) problems involving scientific notation (including multiplication and division). This is also moving from Algebra I to Eighth Grade.

Eighth Grade students are required by CCSSM to understand the connections between proportional relationships, lines and linear equations. Almost the entire linear function section of our current Algebra I content is shifting to the Eighth Grade in the CCSSM. This includes: effects of parameter changes, slope, y intercepts on graphs of linear functions; calculating the slope using various methods (given differing information); writing equations of linear functions (presented in various forms) given different entry points.

The CCSSM require Eight Graders to analyze and solve (using a variety of methods) linear equations and systems linear equations in two variables. This includes using linear equations and systems of two equations in two variable to solve application (real-world) problems.

Students learn about functions in Eighth Grade under the CCSSM. Students are required to define, evaluate and compare functions. Students will need to distinguish between functions and non-functions by inspecting graphs, ordered pairs, mapping diagrams, and/or tables of data. Students will need to determine the domain and range from an algebraic expression, graphs, set of ordered pairs, or table of data. Finally, the student needs compare rates of change in different types of functions.

The final big shifts are in the geometry area. Student will now work to understand congruence and similarity using physical models, transparencies or geometry software. This is almost completely new at this grade level. Under the Arkansas Frameworks these concepts were done in Geometry Class. Also, in the geometry domain CCSSM requires students in Eighth Grade to explain a proof of the Pythagorean theorem. The Pythagorean theorem has been in Eighth Grade but the requirement to prove it has moved from High School Geometry Class.

Attachment D: State Sponsored Professional Development Opportunities for English Language Arts and Literacy

Literacy

Sessions

The Arkansas Department of Education is providing professional development on the essential understandings of implementing the English Language Arts Common Core State Standards (Figure A). Carol Massey, literacy program manager, and ADE and Co-op Literacy Specialists share their understanding of these key points. Each session ends with a question and answer opportunity with an ADE panel. Administrators, curriculum and professional development directors, instructional facilitators and literacy teachers are the intended audience. Each session is recorded and will be accessible on www.arkansasideas.org/commoncore and will be accessible as an online course in the LIBRARY: Common Core in Arkansas IDEAS www.arkansasideas.org

Figure A: Literacy Sessions for CCSS

#1-February 15, 2012 Disciplinary (Content) Literacy Overview 1) Overview of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6-12) 2) Role of content teachers in literacy practices 3) Examining classroom practices 4) Question and answer opportunities with ADE Panel
#2-April 30, 2012 Close Reading of Complex Text Using the Questioning the Author Strategy 1) Defining text complexity and the overarching role it plays in The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects 2) Close reading – the demands of complex text on the reader 3) High yield questioning strategies for student use in comprehending complex text 4) Question and answer opportunities with the ADE Panel

Targeted, Professional Development

The Arkansas Department of Education is providing a variety of professional development opportunities that target specific literacy concepts (Figure B). These targeted sessions will be available in three formats: face-to-face workshops, asynchronous Moodle course with face-to-face learning groups, and asynchronous Moodle course with virtual learning groups. More information about each targeted professional development opportunity will be available on www.arkansasideas.org/commoncore

Figure B: Targeted, Literacy Professional Development Opportunities by Appropriate Grade Levels

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr>
<tr><td colspan="6">Foundational Skills</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Phonics and Structural Analysis</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Informative/Explanatory Writing</td><td>Informative/ Explanatory Writing</td><td></td><td colspan="7">Informative/ Explanatory Writing</td></tr>
<tr><td></td><td></td><td colspan="3">Text Complexity</td><td colspan="7">Text Complexity</td></tr>
<tr><td></td><td></td><td></td><td colspan="2">Close Reading</td><td colspan="7">Close Reading</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Vocabulary: Greek and Latin Roots</td><td colspan="7">Vocabulary</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="7">Argumentative Writing</td></tr>
<tr><td colspan="3">How to Conduct Research</td><td colspan="3">How to Conduct Research</td><td colspan="3">How to Conduct Research</td><td colspan="4">How to Conduct Research</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="7">Disciplinary Literacy: Reading History</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="7">Disciplinary Literacy: Reading Science</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

K-5

A variety of targeted professional development opportunities are available to K-5 Arkansas educators (Figure C). Many Arkansas educators are currently enrolled in Early Literacy Learning in Arkansas (ELLA), Effective Literacy for grades 2-4 (ELF) or Smart Step Literacy Lab Classroom Project (Lit Lab). These professional development opportunities are two-year intensive trainings that focus on implementing a comprehensive literacy block. Educators engage in reading and writing workshops that focus on gradual release for learners. These training opportunities have been revised to align to

the ELA CCSS. For more information regarding these opportunities, contact your local cooperative literacy specialists and see information posted on the ADE website.
ELLA: http://www.arkansased.org/pd/smart_start/ella.html
ELF: http://www.arkansased.org/pd/smart_start/effective.html
Lit Lab: http://www.arkansased.org/pd/smart_step/lab.html

Fifth grade English Language Arts teachers may be enrolled in Comprehensive Literacy for Adolescent Student Success (CLASS). Please see more information about CLASS in the Grades 6-12 section below.

Educators may need additional targeted professional development. Figure C outlines additional opportunities for targeted literacy professional development.

Figure C: Professional Development Opportunities for K-5 Literacy

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr>
<tr><td colspan="6">Foundational Skills</td></tr>
<tr><td colspan="4">Phonics and Structural Analysis</td><td colspan="2">Vocabulary: Greek and Latin Roots</td></tr>
<tr><td colspan="4">Informative/Explanatory Writing</td><td colspan="2">Informative/Explanatory Writing</td></tr>
<tr><td></td><td></td><td colspan="4">Text Complexity</td></tr>
<tr><td></td><td></td><td></td><td colspan="3">Close Reading</td></tr>
<tr><td colspan="3">How to Conduct Research</td><td colspan="3">How to Conduct Research</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Grades 6-12
A variety of targeted professional development opportunities are available to Grades 6-12 educators (Figure D). Many Arkansas educators are currently enrolled in Smart Step Literacy Lab Classroom Project (Lit Lab). This professional development opportunity is a two-year intensive training that focuses on implementing a comprehensive literacy block. Educators engage in reading and writing workshops that focus on gradual release for learners. This training opportunity has been revised to align to the ELA CCSS. For more information regarding Literacy Lab, contact Harry Lisle at Harding University hlisle@Harding.edu - Additional information about Literacy Lab is posted on the ADE website.
http://www.arkansased.org/pd/smart_step/lab.html

English Language Arts teachers may be enrolled in Comprehensive Literacy for Adolescent Student Success (CLASS). Comprehensive Literacy for Adolescent Student Success (CLASS) is a two-year professional development opportunity offered by the Arkansas Department of Education and the education service cooperatives. It is designed to assist English language arts teachers for grades 5-12 in implementing a comprehensive, research-based approach to literacy instruction. This professional development opportunity is aligned to the CCSS for English language arts and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

Figure D shows the professional development opportunities available to Grades 6-12 Language Arts educators and the alignment of these targeted opportunities with CLASS. Educators enrolled in CLASS will be working on the same big topics of the CCSS but may also desire to participate in the targeted opportunity to learn more about the topic.

Figure D: Professional Development Opportunities for Grades 6-12 English Language Arts Educators

6	7	8	9	10	11	12	
Informative/ Explanatory Writing							CLASS
Text Complexity							
Close Reading							
Vocabulary							
Argumentative Writing							
How to Conduct Research			How to Conduct Research				

The ELA CCSS provide standards for literacy in Science, Social Studies/History and other technical subjects. Educators in grades 6-12 may select any of the targeted professional development opportunities as noted in Figure E. Science educators are encouraged to participate in Disciplinary Literacy: Reading Science. Social Studies educators are encouraged to participate in Disciplinary Literacy: Reading History.

Figure E: Professional Development Opportunities for Grades 6-12 Literacy

6	7	8	9	10	11	12
Informative/ Explanatory Writing						
Text Complexity						
Close Reading						

Vocabulary	
Argumentative Writing	
How to Conduct Research	How to Conduct Research
Disciplinary Literacy: Reading History	
Disciplinary Literacy: Reading Science	

Attachment E: State Sponsored Professional Development Opportunities for Mathematics

Sessions

The Arkansas Department of Education is providing professional development on the essential understandings of implementing the Mathematics Common Core State Standards (Figure A). Dr. Linda Griffith, mathematics professor at University of Central Arkansas, shares her understanding of these key points. Each session ends with a question and answer opportunity with an ADE panel. Administrators, curriculum and professional development directors, math instructional facilitators and math teachers are the intended audience. Each session is recorded and will be accessible on www.arkansasideas.org/commoncore and will be accessible as an online course in the LIBRARY: Common Core in Arkansas IDEAS www.arkansasideas.org

Figure A: Mathematics Sessions for CCSS

#1-September 29, 2011 1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum. 2) Role of teacher understanding of problem types (pp. 88-89 of CCSS) in mathematics curriculum development in grades K-4. 3) Extending problem types to middle and high school for continuity in mathematics curriculum.
#2-December 1, 2011 1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum. 2) Using the Standards for Mathematical Practice as a tool for curriculum integration across disciplines. 3) The role of vocabulary development in a high quality mathematics curriculum.
#3-February 29, 2012 1) Differentiation between Common Core Mathematics Content Standards

and Mathematics Curriculum 2) Dealing with Implementation and Transition "Gaps" 3) Role of summer professional development in implementation of CCSS 4) Role of PLC (job-embedded PD) in implementation of CCSS 5) Resources from ADE in support of implementation of CCSS
#4-May 16, 2012 1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum 2) The role of content progressions in developing mathematics curriculum 3) The role of learning progression in developing mathematics curriculum 4) Update on ADE resources related to professional development in support of the Mathematics Common Core State Standards

Targeted, Professional Development

The Arkansas Department of Education is providing a variety of professional development opportunities that target specific mathematical concepts (Figure B). These targeted sessions will be available in three formats: face-to-face workshops, asynchronous Moodle course with face-to-face learning groups, and asynchronous Moodle course with virtual learning groups. More information about each targeted professional development opportunity will be available on www.arkansasideas.org/commoncore

Figure B: Targeted, Mathematics Professional Development Opportunities by Appropriate Grade Levels

K	1	2	3	4	5	6	7	8	9	10	11	12
Developing the Whole Number System (Place Value), available Summer 2012												
Developing Fact Fluency, available Summer 2012												
Problem Situations: Addition and Subtraction and Nature of "Equals", available Summer 2012												
Problem Situations: Multiplication and Division												

and Nature of "Equals", available Summer 2012												
Geometric Measurement: Linear, Area, Angle, available Summer 2013												
Non-geometric Measurement: Mass, Weight, Time, Money, etc., available Summer 2013												
		Strategies. Algorithms, and Recording Systems: Multi-digit Addition and Subtraction, available Summer 2012										
			Strategies, Algorithms, and Recording Systems: Multi-digit Multiplication and Division, available Summer 2012									
			Fraction Concepts Part One: Making the Most of Equal Sharing Problems, available Summer 2012									
			Fraction Concepts Part Two: Developing Operations, available Summer 2012									
			Algebraic Thinking, available Summer 2013									
				Proportional Reasoning, available Summer 2012								
						Data Modeling Part One: Inventing Displays, Center and Precision, available 2012						
						Data Modeling Part Two: Chance and Modeling, available Summer 2013						
					Geometric Measurement: Linear, Area (including surface area, Angle, Volume, available Summer 2013							
						Functions, available Summer 2013						
									Mathematics Design Collaborative (MDC)			

K-2

A variety of targeted professional development opportunities are available to K-2 educators (Figure C). Many Arkansas educators are currently enrolled in Cognitively Guided Instruction (CGI). Cognitively Guided Instruction (CGI) is a three-year professional development opportunity offered by the education service cooperatives and the university STEM centers under the guidance of the Teacher Development Group. It is designed for teachers to learn a researched-based framework for how elementary school children learn concepts of number and operation. Children's understanding of algebraic concepts – both properties of operations and properties of equations – is embedded in these frameworks. Teachers also learn how to use the framework to inform their mathematical instruction. The knowledge that teachers gain in a CGI workshop enhances how they implement any curriculum or resource materials. Schools may contact their local co-op or STEM center math specialists to request CGI training. Some schools may not be enrolled in CGI training but

need targeted, professional development in K-2 mathematics. Figure C demonstrates that five of the targeted professional development opportunities are aligned to the learning in CGI Year 1. Please note these five courses will not substitute for CGI Year One and therefore an educator must complete CGI Year One to enroll in CGI Year Two.

Figure C: Professional Development Opportunity for K-2 Mathematics

Developing the Whole Number System	Cognitively Guided Instruction (CGI) Year 1
Developing Fact Fluency	
Problem Situations: Addition and Subtraction	
Problem Situations: Multiplication and Division	
Strategies, Algorithms, and Recording Systems: Addition and Subtraction (2nd grade)	
	Cognitively Guided Instruction (CGI) Year 2
	Cognitively Guided Instruction (CGI) Year 3
Geometric Measurement: Linear, Area, Angle	
Non-geometric Measurement: Mass, Weight, Time, Money, etc.	

Grades 3-6

A variety of targeted professional development opportunities are available to Grades 3-6 educators (Figure D). Many schools may be enrolled in Thinking Mathematically. Thinking Mathematically is a three-year professional development opportunity offered by the education service cooperatives and the university STEM centers under the guidance of the Teacher Development Group. Thinking Mathematically will focus on the properties of operations that unite the study of multiplication and division number facts, multi-digit multiplication and division, the base ten number system, developing concepts of fractions as quantities, fraction operations and solving expressions and equations. Properties of addition and subtraction in the context of fractions and decimals will also be addressed. What teachers learn in a Thinking Mathematically workshop enhances how they implement any curriculum or resource material. Schools may contact their local co-op or STEM center math specialists to request Thinking Mathematically training. Some schools may not be enrolled in Thinking Mathematically training but need targeted, professional development in 3-6 mathematics. Figure D demonstrates that four of the targeted professional development opportunities are aligned to the learning in Thinking Mathematically Year 1. Please note these four courses will not substitute for Thinking Mathematically Year One and therefore an educator must complete Thinking Mathematically Year One to enroll in Thinking Mathematically Year Two.

Figure D: Professional Development Opportunities for Grades 3-6 Mathematics

Fraction Concepts Part One: Making the Most of Equal Sharing Problems	Thinking Mathematically Year One
Fraction Concepts Part Two: Developing Operations	
Strategies, Algorithms, and Recording Systems: Multi-digit Multiplication	
Algebraic Thinking	
	Thinking Mathematically Year Two
	Thinking Mathematically Year Three
Proportional Reasoning	
Developing the Whole Number System (3rd and 4th grade)	
Problem Situations: Multiplication and Division (3rd and 4th grade)	
Strategies, Algorithms, and Recording Systems: Addition and Subtraction (3rd and 4th grade)	
Geometric Measurement: Linear, Area, Angle (3rd, 4th and 5th grade)	
Non-geometric Measurement: Mass, Weight, Time, Money, etc.(3rd, 4th and 5th grade)	
Geometric Measurement: Linear, Area (including surface area), Angle and volume (5th and 6th grade)	
Data Modeling Part One: Inventing Displays, Center and Precision (6th grade)	
Data Modeling Part Two: Chance and Modeling (6th grade)	

Grades 7-12

A variety of targeted professional development opportunities are available to Grades 7-12 educators (Figure E).

Figure E: Professional Development Opportunities for 7-12 Mathematics

Functions	
Data Modeling Part One: Inventing Displays, Center and	

Precision (7th grade)	
Data Modeling Part Two: Chance and Modeling (7th grade)	
Geometric Measurement: Linear, Area (including surface area), Angle and volume (7th – 10th grade)	
Mathematics Design Collaborative (9th – 10th grade)	

A.C.A. § 6-17-1601 (Copy w/ Cite)

A.C.A. § 6-17-1601

Arkansas Code of 1987 Annotated Official Edition
© 1987-2011 by the State of Arkansas
All rights reserved.

*** Legislation is current through the 2011 Regular Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** November 16, 2011. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 17 Personnel
Subchapter 16 -- Master School Principal Program

A.C.A. § 6-17-1601 (2011)

6-17-1601. Definitions.

As used in this subchapter:

(1) "High-need school salary bonus" means an annual bonus to a master principal serving as a principal of a public school in phase two (2) or phase three (3) school-improvement status or located in a school district in academic distress;

(2) "Hold-back longevity bonus" means a portion of the high-need school salary bonus held back to be paid at the end of three (3) years and five (5) years of serving as a principal of the same public school in phase two (2) or phase three (3) school-improvement status or located in a school district in academic distress; and

(3) "Incentive bonus" means a bonus paid to a master principal serving as a principal of any public school in the state.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 44, § 1.

About LexisNexis | Privacy Policy | Terms & Conditions | Contact Us
Copyright © 2012 LexisNexis, a division of Reed Elsevier Inc. All rights reserved.

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010
AMENDED STATUS-- SEPTEMBER 20, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 20th day of September 2010, (the "Effective Date") by and between the State of ARKANSAS and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

(iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations; teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans, strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as

otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

(i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote.

Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:

   a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

   a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

   d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Dr. Gayle Potter

Mailing Address: Four Capitol Mall, Room 105-A, Little Rock, AR 72201

Telephone: (501) 682-4558

Fax: (501) 682-4886

E-mail: gayle.potter@arkansas.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of ARKANSAS hereby joins the Consortium as a GOVERNING State, and agrees to be bound by all of the assurances and commitments associated with the GOVERNING State membership classification. Further, the State of ARKANSAS agrees to perform the duties and carry out the responsibilities associated with the GOVERNING State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

STATE SIGNATURE BLOCK

Signature of the Governor:	
Printed Name: Governor Mike Beebe	Date: Sept. 23, 2010
Signature of the Chief State School Officer:	
Printed Name: Dr. Tom W. Kimbrell	Date: September 21, 2010
Signature of the State Board of Education President (if applicable):	
Printed Name: Dr. Naccaman Williams	Date: Sept. 21, 2010

1. A.C.A. § 6-15-2107 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 21 -- School Rating System, 6-15-2107. Arkansas School Recognition Program., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

CORE TERMS: performance-based, funding, public schools, educational, improving, spending, eligible, approve, teacher, faculty, sector, reward

(a) The General Assembly finds that there is a need for an incentive **program** for outstanding **schools.** The General Assembly further finds that performance-based incentives are commonplace in the private sector and should be infused into the public sector as a reward for productivity. (b) The Arkansas **School Recognition Program** is created to provide financial awards to public **schools** that are at: (1) A category level of level 5 or level 4 pursuant to § ...
... 15-2102; or (2) A category level of level 5 or level 4 **school** pursuant to § 6-15-2102. (c) (1) If funds are available, a **school** meeting the requirements set out in subdivision (b)(1) or (2) of this section ...
... in the amount of one hundred dollars ($100) per student who participated in the **school's** assessment **program.** (2) The Department of Education may disburse available performance-based funding appropriated by the General Assembly on a pro-rata basis. (3) All **schools** meeting both criteria shall receive rewards for both categories. (4) Each **school** that receives performance-based funding shall submit a proposal for its spending of the ...
... expenses only as set forth in subsection (f) of this section. (d) All public **schools**, including charter **schools,** that receive **school** category levels pursuant to §§ 6-15-2102 and 6-15-2103 are eligible to participate in the **program.** (e) (1) All eligible **schools** shall receive performance-based funding. (2) (A) Funds shall be distributed to the **school's** fiscal agent and placed in the **school's** account and shall be used for purposes listed in subsection (f) of this section as ...
... shall make its determination by December 15 of each applicable year. (f) **School recognition** awards shall be used for the following: (1) Nonrecurring bonuses to the faculty and staff; (...
... assist in maintaining and improving student performance; or (3) Temporary personnel for the **school** to assist in maintaining and improving student performance. (g) The General Assembly shall ...

2. A.C.A. § 6-22-104 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 22 Arkansas Registered Volunteers Program Act, 6-22-104. Optional program development -- Requirements., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

CORE TERMS: volunteer, school district, registered, extracurricular, interscholastic

(a) Each local **school** district may develop a registered volunteers **program** and may accept the services of volunteers who qualify under the **program** to assist in extracurricular and interscholastic activities that are sponsored by the district. (b) A **school** district that develops a registered volunteers **program** as set forth in this chapter shall: (1) Take actions as are necessary to develop ...
... volunteers have written job descriptions that define their duties and responsibilities; (3) Provide for the **recognition** of qualified volunteers who have offered exceptional service

to the **school** district; and (4) Provide support for the volunteer **program** established under the State and Local Government Volunteers Act, § 21-13- ...

3. A.C.A. § 6-41-103 (2011), Title 6 Education, Subtitle 3. Special Educational Programs, Chapter 41 Children with Disabilities, Subchapter 1 -- General Provisions, 6-41-103. Identification of children with specific learning disabilities., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: learning disabilities, classroom, teachers, regular, identification, disabilities, learning, handicaps, teaching, brain

   ... regular classroom. (c) (1) The Department of Education shall develop an in-service **program** to train teachers in the **recognition** of children with specific learning disabilities and in teaching strategies for those students. (2) Districts are required to keep on file in their **school** district a plan for implementing the **recognition** of children with specific learning disabilities and for incorporating teaching strategies for those students ...
   ... regular classroom. (d) The department shall adopt rules and regulations requiring all public **schools** in the state to identify all children with specific learning disabilities.

4. A.C.A. § 6-16-133 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 16 Curriculum, Subchapter 1 -- General Provisions, 6-16-133. World War II veterans., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: veteran, diploma, state board, graduation, discharged

   (a) In **recognition** of and tribute to veterans who left high **school** before graduation to serve in World War II, a board of directors of any **school** district in Arkansas may grant a diploma of graduation to any veteran meeting the requirements of subsection (c) of this section. (b) **School** districts are encouraged to present the diploma in conjunction with appropriate Veterans Day **programs.** (c) To be eligible for a high **school** diploma under this section, a veteran shall: (1) Have been honorably discharged from the Armed ...

5. A.C.A. § 6-16-134 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 16 Curriculum, Subchapter 1 -- General Provisions, 6-16-134. Veterans diplomas., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: veteran, diploma, state board, graduation, discharged

   (a) In **recognition** of and tribute to veterans who left high **school** before graduation to serve in the Korean War or the Vietnam War, a board of directors of any **school** district in Arkansas may grant a diploma of graduation to any veteran meeting the requirements of subsection (c) of this section. (b) **School** districts are encouraged to present the diploma in conjunction with appropriate Veterans Day **programs.** (c) To be eligible for a high **school** diploma under this section, a veteran shall: (1) Have been honorably discharged from the Armed ...

6. A.C.A. § 6-15-402 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 4 -- Arkansas Comprehensive Testing, Assessment, and Accountability Program, 6-15-402. Purpose., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: accountability, school districts, educational, learning, public schools, grade level, kindergarten, classroom, assess, grades, grade-level, proficiency, remediation, achievement, performing, indicators, progress, aligned, annual, inform, skills

... purpose of this subchapter is to provide the statutory framework necessary to ensure that all students in the public **schools** of this state have an equal opportunity to demonstrate grade-level academic proficiency through the application of ...
... members of society. (ii) For this reason, the Arkansas Comprehensive Testing, Assessment, and Accountability **Program** will emphasize point-in-time intervention and remediation upon the discovery that any student is ...
... 2) This subchapter is constructed around a system that includes statewide indicators, individual **school** improvement indicators, and a locally generated **school** accountability narrative. The total **program** shall be applied to each **school** in the state public **school** system. (3) This subchapter is designed to be a multiyear commitment to assess the academic progress and performance of Arkansas's public **school** students, classrooms, **schools, and school** districts. (4) (A) It shall also be the purpose of this subchapter to: (i) Provide information needed to improve the public **schools** by measuring annual learning gains of all students through longitudinal tracking and analysis of ...
... gains against a national cohort to inform parents of the educational progress of their public **school** children; and (ii) Inform the public of the performance of **schools.** (B) The **program** shall be designed to: (i) Assess the annual learning gains of each student toward ...
... grade level; (ii) Provide data for building effective staff development **programs and school** accountability and **recognition;** (iii) Identify the educational strengths and weaknesses of students and help the teacher tailor instruction to the ...
... iv) Assess how well academic goals and performance standards are met at the classroom, **school, school** district, and state levels; (v) Provide information to aid in the evaluation and development of educational **programs** and policies; (vi) Provide information on the performance of Arkansas students compared with other students from across the United States; and (vii) Identify best practices and **schools** that are in need of improving their practices. (b) The purposes of the assessment and accountability **program** developed under this subchapter shall be to: (1) Improve student learning and classroom instruction; (...
... public accountability by: (A) Mandating expected achievement levels; (B) Reporting on **school and school** district performance; and (C) Applying a framework for state action for a **school or school** district that fails expected achievement levels as defined in the Arkansas Comprehensive Testing, Assessment, and Accountability **program** rules and regulations; and (3) Provide evaluation data of **school and school** district performance in order to assist policymakers at all levels in decision making. (c) The priorities of the assessment and accountability **program** developed pursuant to the provisions of this subchapter shall include: (1) All students to have an opportunity to demonstrate increased learning and completion at all levels, to graduate from high **school,** and to enter postsecondary education or the workforce without remediation; (2) Students to demonstrate that they meet the ...

7. A.C.A. § 21-8-402 (2011), Title 21 Public Officers and Employees, Chapter 8 Ethics and Conflicts of Interest, Subchapter 4 -- Disclosure by Lobbyists and State and Local Officials -- General Provisions, 21-8-402. Definitions., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

CORE TERMS: governmental body, public servant, hundred dollars, appointed, spouse, gift, council board, legislative body, establishment, reimbursement, municipality, appointee, lobbyist, calendar quarter, lobbying, elected, bureau, travel, food, employee's contribution, state government, board of directors, legislative action, value received, learning center, community college, elective office, public school, public officials, informational

... gifts; (ix) A monetary or other award presented to an employee of a public **school** district, the Arkansas **School** for the Blind, the Arkansas **School** for the Deaf, the Arkansas **School** for Mathematics, Science, and the Arts, a university, a college, a technical ...
... a comprehensive life-long learning center, or a community college in **recognition** of the employee's contribution to education; (x) Tickets to charitable fund-raising events held

...
... own personal funds and present to a fellow member of that governmental body in **recognition** of public service; (xiii) Food or beverages provided at a conference-scheduled event that is part of the **program** of the conference; (xiv) Food or beverages provided in return for participation in ...
... A monetary or other award publicly presented to an employee of state government in **recognition** of his or her contributions to the community and State of Arkansas when the presentation is made by the employee's supervisors or peers, ...
... agency, or other establishment of the executive, judicial, or legislative branch of the state, municipality, county, **school** district, improvement district, or any political district or subdivision thereof; (7) (A) "Income" or "compensation" ...
... term "compensation" does not include anything of value presented to an employee of a public **school** district, the Arkansas **School** for the Blind, the Arkansas **School** for the Deaf, the Arkansas **School** for Mathematics and Sciences, a university, a college, a technical college, ...
... a comprehensive life-long learning center, or a community college in **recognition** of the employee's contribution to education; (8) "Legislative action" means introduction, sponsorship, consideration, ...

8. A.C.A. § 6-15-435 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 4 -- Arkansas Comprehensive Testing, Assessment, and Accountability Program, 6-15-435. Required analyses., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: achievement, state board, school district, end-of-course, statistical, deadline, testing, exam, school year, accountability, longitudinal, value-added, calculations, classroom, statewide, learning, analyses

   ... minimum, for the following analyses of data produced by the student achievement testing **program:** (1) The statistical system for the annual assessments shall use the Arkansas Comprehensive Assessment **Program** examinations and other valid and reliable measures of student learning deemed appropriate by the State Board of Education to determine classroom, **school, and school** district statistical distributions that shall measure the differences in a student's previous ...
   ... compared to the current year's achievement for the purposes of improving student achievement, accountability, and **recognition;** (2) (A) The statistical system shall provide the best estimates of classroom, **school, and school** district effects on student progress based on established, value-added longitudinal calculations. (...
   ... department shall be in alignment with federal statutes and be piloted in the 2004-2005 **school** year to collect data to allow research and evaluation of student achievement growth models. (...
   ... for the administration of the statewide assessments. (C) (i) Beginning in the 2005-2006 **school** year and each subsequent year thereafter, in establishing such a schedule, the department is ...
   ... assessments and the earliest possible provision, but no later than July 1, of the results to the **school** districts. (ii) For end-of-course exams, the department may extend the July ...
   ... validity of the end-of-course exam results will be compromised because of the earlier deadline. (D) **School** district boards of directors shall not establish **school** calendars that jeopardize or limit the valid testing and comparison of student learning gains.

9. A.C.A. § 21-13-105 (2011), Title 21 Public Officers and Employees, Chapter 13 State and Local Government Volunteers Act, 21-13-105. Development of programs -- Use of volunteers., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   (a) Every department, through its executive head, may develop volunteer **programs** and

accept the services of volunteers, including regular-service volunteers, occasional-service volunteers, or material donors to assist in **programs** carried out or administered by that department. (b) Each department that utilizes the services of ...
... Service and Nonprofit Support of the Department of Human Services to assist in the development of volunteer **programs;** (2) Take actions as are necessary and appropriate to develop meaningful opportunities for volunteers involved in those **programs** and to improve public services; (3) Develop written rules governing recruitment, training, ...
... assure a receptive climate to attract citizen volunteers; and (6) Provide for the **recognition** of volunteers who have offered exceptional service to the state, its political subdivisions, or **school** districts.

10. A.C.A. § 6-15-1101 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 11 -- Attaching Seals to High School Transcripts and Diplomas, 6-15-1101. Legislative findings., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

CORE TERMS: diploma, core curriculum, school districts, state board, secondary, grade, seal

(a) The General Assembly hereby recognizes and acknowledges that in recent years a high **school** diploma has lost credibility as a warranty that the recipient has the basic knowledge and skills necessary ...
... General Assembly further recognizes that the State Board of Education, the Department of Education, and local **school** districts have worked diligently to establish and implement a core curriculum in Arkansas secondary **schools.** Students who complete the core curriculum with a satisfactory grade point average should receive **recognition** for both perseverance and a job well done. It is the purpose of this legislation to both further that **recognition** and to increase the confidence of Arkansans in the value of diplomas awarded by the state's public **schools.**
(b) Beginning with the 1994-1995 **school** year, a **school** district shall attach a seal, stamp, or other symbol to transcripts and diplomas awarded to high **school** students who have completed the core curriculum with a minimum grade point average of 2.75 on ...

View Cite
Sort By Relevance What's this?
1 - 10 of 100
Hide Hits
LexisNexis® About LexisNexis | Privacy Policy | Terms & Conditions | Contact Us
Copyright © 2012 LexisNexis, a division of Reed Elsevier Inc. All rights reserved.

A.C.A. § 6-17-2802

Arkansas Code of 1987 Annotated Official Edition
© 1987-2011 by the State of Arkansas
All rights reserved.

*** Legislation is current through the 2011 Regular Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** November 16, 2011. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 17 Personnel
Subchapter 28 -- Teacher Excellence and Support System

A.C.A. § **6-17-2802** (2011)

6-17-2802. Legislative intent.

It is the intent of the General Assembly to:

(1) Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

(2) Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

(3) Provide a basis for making teacher employment decisions;

(4) Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

(5) Encourage highly effective teachers to undertake challenging assignments;

(6) Support teachers' roles in improving students' educational achievements;

(7) Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

(8) Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.

HISTORY: Acts 2011, No. 1209, § 8.

A.C.A. § 6-17-2804 (Copy w/ Cite)

A.C.A. § 6-17-2804

Arkansas Code of 1987 Annotated Official Edition
© 1987-2011 by the State of Arkansas
All rights reserved.

*** Legislation is current through the 2011 Regular Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** November 16, 2011. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 17 Personnel
Subchapter 28 -- Teacher Excellence and Support System

A.C.A. § **6-17-2804** (2011)

6-17-2804. Administrative agency responsibilities.

(a) The State Board of Education shall promulgate rules for the Teacher Excellence and Support System consistent with this subchapter.

(b) The rules shall without limitation:

(1) Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

(2) Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

(3) Reflect evidence-based or proven practices that improve student learning;

(4) Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

(5) Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

(6) Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;

(7) Require annual evidence of student growth from artifacts and external assessment measures;

(8) Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;

(9) Include procedures for implementing each component of the Teacher Excellence and Support System; and

(10) Include the professional development requirements for all superintendents, administrators,

evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement a Teacher Excellence and Support System under this subchapter.

HISTORY: Acts 2011, No. 1209, § 8.

View Full

1 of 1

Book Browse

A.C.A. § 6-17-2804 (Copy w/ Cite)

Pages: 2

LexisNexis® About LexisNexis | Privacy Policy | Terms & Conditions | Contact Us
Copyright © 2012 LexisNexis, a division of Reed Elsevier Inc. All rights reserved.

AR Principal Evaluation System Self-Assessment

Principal: _____ Date: _____

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
1 A. Collaboratively develop and implement a shared vision and mission				
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
1 C. Create and implement plans to achieve goals				
1 D. Promote continuous and sustainable improvement				
1 E. Monitor and evaluate progress and revise plans				

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations				
2 B. Create a comprehensive, rigorous, and coherent curricular program				
2 C. Create a personalized and motivating learning environment for students				
2 D. Supervise instruction				
2 E. Develop assessment and accountability systems to monitor student progress				
2 F. Develop the instructional and leadership capacity of staff				
2 G. Maximize time spent on quality instruction				
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning				
2 I. Monitor and evaluate the impact of the instructional program				

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
3 A. Monitor and evaluate the management and operational systems				
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
3 C. Promote and protect the welfare and safety of students and staff				
3 D. Develop the capacity for distributed leadership				
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning				

Revised 4/21/11

AR Principal Evaluation System Self-Assessment

Principal: _____ Date: _____

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
Functions	**Exemplary**	**Proficient**	**Progressing**	**Not Meeting Standards**
4 A. Collect and analyze data and information pertinent to the educational environment				
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
4 C. Build and sustain positive relationships with families and caregivers				
4 D. Build and sustain productive relationships with community partners				

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Functions	**Exemplary**	**Proficient**	**Progressing**	**Not Meeting Standards**
5 A. Ensure a system of accountability for every student's academic and social success				
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
5 C. Safeguard the values of democracy, equity, and diversity				
5 D. Consider and evaluate the potential moral and legal consequences of decision-making				
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling				

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
Functions	**Exemplary**	**Proficient**	**Progressing**	**Not Meeting Standards**
6 A. Advocate for children, families, and caregivers				
6 B. Act to influence local, district, state, and national decisions affecting student learning				
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				

Principal/Assistant Principal Signature: _____ Date: _____

Principal: _____ Date: _____

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
1 A. Collaboratively develop and implement a shared vision and mission				
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
1 C. Create and implement plans to achieve goals				
1 D. Promote continuous and sustainable improvement				
1 E. Monitor and evaluate progress and revise plans				

Comments:

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations				
2 B. Create a comprehensive, rigorous, and coherent curricular program				
2 C. Create a personalized and motivating learning environment for students				
2 D. Supervise instruction				
2 E. Develop assessment and accountability systems to monitor student progress				
2 F. Develop the instructional and leadership capacity of staff				
2 G. Maximize time spent on quality instruction				
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning				
2 I. Monitor and evaluate the impact of the instructional program				

Comments:

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
3 A. Monitor and evaluate the management and operational systems				
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
3 C. Promote and protect the welfare and safety of students and staff				
3 D. Develop the capacity for distributed leadership				
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning				

Comments:

Revised 4/21/11

Principal: _____ Date: _____

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
Functions	**Exemplary**	**Proficient**	**Progressing**	**Not Meeting Standards**
4 A. Collect and analyze data and information pertinent to the educational environment				
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
4 C. Build and sustain positive relationships with families and caregivers				
4 D. Build and sustain productive relationships with community partners				
Comments:				

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Functions	**Exemplary**	**Proficient**	**Progressing**	**Not Meeting Standards**
5 A. Ensure a system of accountability for every student's academic and social success				
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
5 C. Safeguard the values of democracy, equity, and diversity				
5 D. Consider and evaluate the potential moral and legal consequences of decision-making				
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling				
Comments:				

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
6 A. Advocate for children, families, and caregivers				
6 B. Act to influence local, district, state, and national decisions affecting student learning				
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				
Comments:				

Principal/Assistant Principal Signature: _____ Date: _____

Attachment 20

aaa Arkansas Association of Educational Administrators

219 South Victory
Little Rock, AR 72201
501.372.1691
Fax: 501.372.2807
www.theaaea.org

April 26, 2012

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell:

I want to thank you for allowing school administrators to participate in drafting the ESEA flexibility application. Many hours were spent discussing the issues with ESEA and especially the accountability for the subgroup populations. I think many administrators were extremely surprised to find that most schools were not held accountable for the subpopulation scores due to having such small numbers in their schools.

By combining the subpopulations into the TAGG group, it is obvious that all schools will have to pay attention to reducing their achievement gaps. AAEA, which includes Arkansas Association of Special Education Administrators, supports combining the subpopulations in order to make the effort of reducing the achievement gap a statewide issue instead of just a small portion of the schools being held responsible.

Again, thank you for allowing school administrators to actively participate in this process.

Sincerely,

(b)(6)

Dr. Richard Abernathy
Executive Director
Arkansas Association of Educational Administrators

Arkansas's Process for Approving SES Providers

Entities included on the Approved Supplemental Educational Services (SES) Provider list are required to do the following:

- Ensure that the instruction provided is aligned with Arkansas curriculum content standards and in the case of a student with disabilities, is consistent with the student's individualized education program under Section 614(d) of the Individuals with Disabilities Education Act and is consistent with the instructional program at the school.
- Grades K-12 instruction is aligned with the Arkansas Common Core Standards Initiative.
- Ensure that in the case of eligible students with Limited English Proficiency (LEP) are served, those students may participate and receive supplemental educational services and language assistance.
- Provide parents of children receiving supplemental educational services and the appropriate school with information on the progress of the children in increasing achievement, in language that parents can understand.

Districts are required to include in their information mailed to eligible student's parents information pertaining to ELL and students with disabilities. This information is also included in the SES application.

12. Specific Student Populations Served: English Language Learners	Indicate whether your entity specializes in any of the following groups: □ Do not specialize □ English Language Learner (ELL) students If yes, list the particular language(s) (e.g., Spanish, French, Japanese): _____ ***NOTE: Any specialization will be provided to parent(s)/legal guardian(s) and listed on the Department's website.***

13. Specific Student Populations Served: Students with Disabilities	Indicate whether your entity specializes in any of the following groups: □ Do not specialize □ Students with Disabilities (Select the particular disabilities your entity will address under the Disabilities Education Improvement Act (IDEA 2004): □ Autism spectrum disorder □ Deaf □ Blind □ Deaf/hard of hearing □ Emotional/behavioral disorder □ Mild Intellectual disability □ Moderate Intellectual disability □ Severe Intellectual disability □ Profound Intellectual disability □ Significant Developmental delay □ Specific learning disability □ Speech-language impairment □ Traumatic brain injury □ Visual impairment □ Orthopedic impairment □ Other health impairment: Explain: _____ _____

Reporting

The provider is **required** to submit to the school district and Arkansas Department of Education (ADE) a final written report, with supporting data, that summarizes the progress of all students served with their supplemental services. This information will be used to help determine if a provider will remain on the state-approved list.

Arkansas has set a limit on cost of services and the number of hours of tutoring allowed per week.

H. Cost of Service (Limit 1 pages)	10 points

Providers are required to supply both a cost for each pupil for an instructional hour and per pupil for an instructional day AND a specific and detailed description of the pricing structure employed by the provider.

Note: Provider charges must not exceed a maximum of $50 per pupil per hour of instruction, or $100 per pupil per day of instruction or $400 per pupil per instructional week, whichever amount is LESS.

SATURDAY ONLY PROGRAMS OF LONGER THAN THREE (3) HOURS PER SATURDAY MAY CHARGE AN AMOUNT UP TO $150 PER SATURDAY.

SUMMER ONLY PROGRAMS MEETING FIVE (5) DAYS PER WEEK FOR TWO OR MORE HOURS OF INSTRUCTION PER DAY MAY CHARGE UP TO $500 PER WEEK.

Maximum charges must not exceed the current maximum charges as identified above.

Provide a specific description of your pricing structure.

If the program offers enrichment activities (activities not incorporated directly into the instructional program) the applicant cannot charge for the time spent on enrichment.

Clarify that LEAs, non-profit entities and private entities are eligible to be included on the state list of approved SES providers and that all providers are held to the same standards.

All entities wishing to become a provider in Arkansas are required to use the same application for approval. All applications are scored according to the Scoring Rubric and all representatives must attend the mandatory interviews. Scores must meet the required score before put on the approved SES provider list.

Describe how Arkansas will provide access to transparent information on the quality of approved SES providers to LEAs, parents and community members.

The provider is required to submit to the school district and Arkansas Department of Education (ADE) a final written report, with supporting data, that summarizes the progress of all students served with their supplemental services. This information will be used to help determine if a provider will remain on the state-approved list.

Arkansas' Transparency and Public Information Act 902 further ensures providers to report all information to districts, House and Senate Education committees and Arkansas Department of Education. Districts are required to publish these reports on their website for parents.

Arkansas added another process in the SES application in 2011-2012. The results of the annual review of providers will be published on ADE's website.

Approval Status and Performance Requirements

Approval is for those supplemental educational service providers who demonstrate a strong track record of effectiveness and obtain scores assigned by the Readers' Panel. All approved

applicants must be able to demonstrate the capacity for meeting the minimum requirements. Applicants that meet the requirements of the Department shall be recommended for approval for a period of three years. However, providers will be evaluated at the end of each school year to determine a performance category rating. This rating will determine if the provider will continue to remain on the State approved list during the three year period. Providers will be measured in three categories: (1) Academic Achievement, (2) Customer Satisfaction and (3) Program Compliance. The results of the three categories will be combined to determine the performance category rating (categories are listed below). Ratings will be assigned and posted on the ADE's website annually.

Performance Categories

Approved	The provider has met compliance requirements and has demonstrated positive achievement effects. The provider is approved without reservation to continue services in the following year.	Designations recommended for providers annually
Satisfactory	The provider has met compliance requirements, but has insufficient data available regarding achievement effects. The provider may also have only New and Emerging evidence of effectiveness, requiring a limit on total number of students served, but still meets compliance requirements.	
Probation I	The provider has minor compliance violations and/or has not demonstrated positive achievement effects. The provider may also have weak or negative service delivery outcomes.	Must submit corrective action plan within 10 days of designation
Probation II	The provider has compliance violations and/or has not demonstrated positive achievement effects. The provider also may have been in Probation I status the prior year and failed to improve implementation outcomes.	
Removal	The provider has serious compliance violations or the provider may have been in Probation II status last year and failed to improve service delivery outcomes. The provider also may have been in Probation II status and failed to produce positive achievement effects.	Failure to correct deficiencies will result in removal

Attachment 22

School Level Performance Descriptors for Arkansas' Standards and Indicators for School Improvement

ARKANSAS DEPARTMENT OF

Education

Fall 2006

ARKANSAS DEPARTMENT OF

Education

Tom W. Kimbrell, Ed.D., Commissioner of Education

Laura Bednar, ED.D, Assistant Commissioner

Division of Learning Services

Estelle Matthis, Director

Scholastic Audit

#4 State Capitol Mall, Mail Slot 6

Little Rock, Arkansas 72201

Phone: (501) 683-5780

Fax: (501) 683-5609

Preface

This publication is one of a number of tools available to help schools forge a path leading to success. This tool is intended to work in conjunction with Arkansas' *Standards and Indicators for School Improvement Scholastic Audit Guidebook*. Together, these two documents allow schools to identify opportunities for improvement and provide guidance for maximizing those opportunities through planning and the development of the Arkansas Comprehensive School Improvement Plan (ACSIP).

The Arkansas Department of Education (ADE) is appreciative to Kentucky's Commissioner of Education and staff for allowing the ADE the use of the documents *Performance Descriptors for Kentucky's Standards and Indicators for School Improvement* and the *Scholastic Audit Guidebook,* and for the generous technical assistance and support given to the ADE for implementing and conducting Scholastic Audits in Arkansas.

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 25-15-201 et seq., and Act 35 (Rules).

Table of Contents

Academic Performance

Standard 1: Curriculum....1

Standard 2: Classroom Evaluation/Assessment....8

Standard 3: Instruction....16

Learning Environment

Standard 4: School Culture....24

Standard 5: Student, Family and Community Support....35

Standard 6: Professional Growth, Development and Evaluation....42

Professional Development....42

Professional Growth and Evaluation....48

Efficiency

Standard 7: Leadership....54

Standard 8: Organizational Structure and Resources....65

Organization of the School....65

Resource Allocation and Integration....71

Standard 9: Comprehensive and Effective Planning....75

Defining the School's Vision, Mission and Beliefs....75

Development of the Profile....76

Defining Desired Results for Student Learning....78

Analyzing Instructional and Organizational Effectiveness....81

Development of the Improvement Plan....83

Implementation and Documentation....87

Scholastic Audit Glossary....91

Acronyms....101

Resources....102

ACADEMIC PERFORMANCE STANDARD 1 – CURRICULUM

Standard 1: The school develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
1.1 Curriculum **1.1a** **There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.** **Examples of Supporting Evidence:** • Local curriculum documents/units of study/lesson plans • Curriculum maps • Staff member, student and parent/family member interviews • Skills standards documents • Professional resource materials • Pacing Guides	Meets criteria for a rating of "3" on this indicator plus: • The school or district initiates active collaboration among schools within the district to ensure alignment. • The school or district initiates collaboration among schools to prioritize and sequence the curriculum to promote mastery of learning. • The implemented curriculum is research-informed to ensure that it is age and developmentally appropriate and differentiated to address the individual learning styles of the school's diverse student population. • The implemented curriculum is systemic, demonstrating strong connections within and among various content areas.	• The implemented curriculum is directly based on and fully aligned with Arkansas' standards documents and defines what students should know and be able to do in all content areas. • The content and sequence of the implemented and fully aligned curriculum promotes mastery of learning. • The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and is culturally responsive. • The implemented and fully aligned curriculum demonstrates substantial connections within and between different content areas.	• The implemented curriculum is aligned with one or two of Arkansas' standards documents. Essential knowledge, skills and processes are not sufficiently identified. • The implemented curriculum allows, but does not always intentionally promote, mastery of learning. • The implemented curriculum is sometimes age and developmentally appropriate and culturally responsive, but the effort is not intentional. • The implemented curriculum has limited connection within or between content areas.	• The implemented curriculum is based on resources (e.g., textbooks) other than Arkansas' standards. • The implemented curriculum accomplishes only content coverage rather than mastery of learning. • The implemented curriculum is not age and developmentally appropriate. • The implemented curriculum does not clearly identify connections within or between content areas or the connections are either inaccurate or insignificant.

-250-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
1.1b **The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).** **Examples of Supporting Evidence:** • Local and state curriculum documents • Documentation of professional development days • School and district curriculum committee meeting minutes • School and district staff member interviews	Meets criteria for a rating of "3" on this indicator plus:			
	• The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions by grade level across content areas to ensure state and local curriculum standards are articulated throughout the district.	• The district initiates and facilitates sustained discussions by grade level across content areas (horizontal articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools to ensure full implementation.	• The district occasionally initiates discussions by grade level across content areas to address state and local curriculum standards, but the effort is not sustained.	• The district does not formally initiate discussions on horizontal articulation.
	• The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions throughout all grade levels within each content area to ensure state and local curriculum standards are articulated throughout the district.	• The district initiates and facilitates sustained discussions throughout all grade levels within each content area (vertical articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools to ensure full implementation.	• The district occasionally initiates discussions throughout grade levels within content areas to address state and local curriculum standards, but the effort is not sustained.	• The district does not formally initiate discussions on vertical articulation.
	• The school meets regularly with common grade level schools within the district to ensure horizontal articulation.	• The school initiates and continues internal discussions among all teachers to ensure horizontal articulation.	• The school initiates internal discussions to ensure horizontal articulation, but the effort is not sustained.	• The school does not have internal discussions that ensure horizontal articulation.
	• Designated school personnel facilitate formal curricular discussions to ensure vertical and horizontal articulation.	• The school initiates and continues discussions with feeder/receiver schools to ensure vertical articulation.	• The school initiates discussions with the feeder/receiver schools to ensure vertical articulation, but the effort is not sustained.	• The school does not discuss vertical articulation with the feeder/receiver schools.

-251-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
1.1c **The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.** **Examples of Supporting Evidence:** • Curriculum documents and curriculum maps • School and district curriculum meeting minutes • Documentation of professional days • School and district staff member interviews • School Improvement Plan/Arkansas Comprehensive School Improvement Plan (ACSIP) • Local board of education policies and meeting minutes	Meets criteria for a rating of "3" on this indicator plus: • The local board of education adopts board policy requiring schools to fully implement the district process. The district provides support and follow-up to ensure implementation of the policy.	• The district (in consultation with schools) develops, communicates and implements a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for school improvement efficacy.	• The district has developed, but has not fully implemented, a process to eliminate unintentional curricular overlaps.	• The district makes no attempt to reduce unintentional curricular overlaps.

-252-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
1.1d **There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).** **Examples of Supporting Evidence:** • Individual Graduation Plans (grades 7-12) • Curriculum documents • School and district staff member interviews • Meeting minutes • Guidance materials • Local board of education policies and meeting minutes	Meets criteria for a rating of "3" on this indicator plus: • The district provides equitable resources (e.g., stipends, substitutes, materials, transportation) to ensure successful transition planning for all students in all schools throughout the district and with other institutions. The process is fully developed, communicated, implemented and evaluated for impact.	• The district systematically facilitates discussion within (e.g., from primary to 4/5, from grade 9 to grade 10) and between (e.g., from elementary to middle school, from middle school to high school) schools to identify key curriculum transition points.	• The district occasionally facilitates discussions within and between schools to address key curriculum transition points but the process is not systematic nor evaluated for impact.	• The district does not facilitate discussions within or between schools to identify key curriculum transition points.

-253-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
1.1e **The school curriculum provides specific links to continuing education, life and career options.** **Examples of Supporting Evidence:** • ACSIP • Units of study/lesson plans • Work-based learning programs • Articulation agreements • Availability of local resources • Field trips, field experiences, community mentoring programs • Perception surveys • Staff, family, student and community members' interviews • Allocation of resources • Individual Graduation Plans • Transition data • Media materials • Advisor/advisee agenda • Guidance materials	Meets criteria for a rating of "3" on this indicator plus: • The curriculum consistently emphasizes connections and provides experiences (e.g., advisor/advisee, career planning fair, college fair, career majors) that present a variety of post-secondary education and career options. • The curriculum intentionally integrates and expands learning opportunities in school and within the community (e.g., mentoring, service learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge and processes that prepare all students to be self-sufficient and productive citizens. • The school curriculum ensures that all students exit the seventh grade with and continue thereafter to develop and implement an Individual Graduation Plan (Smart Core) and a career portfolio for use in making a successful transition from high school to adult life.	• The curriculum provides intentional connections (e.g., dual credit courses, articulation agreements, early college courses) to familiarize all students with a variety of post-secondary education and career options. • The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens. • Each student (grades 7-12) has an implemented Individual Graduation Plan (Smart Core) collaboratively developed by the student, parents and advisor. These plans are reviewed and revised annually.	• The curriculum provides some connections that present post-secondary education and career options, but the effort is not intentional across the curriculum. • The curriculum includes some opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens, but opportunities for application of learning are not authentic. • Not every student (grades 7-12) has an implemented Individual Graduation Plan (Smart Core). Student and/or parental input is not always sought for revisions to the plans.	• The curriculum does not provide connections to post-secondary education and/or career options. • The curriculum does not include opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens. • The school does not have Individual Graduation Plans for students (grades 7-12).

-254-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
1.1f **In place is a systematic process for monitoring, evaluating and reviewing the curriculum.** **Examples of Supporting Evidence:** • Local board of education policies and meeting minutes • ACSIP • Data analysis summaries/reports • School and district curriculum committee meeting minutes • School and district staff member interviews	Meets criteria for a rating of "3" on this indicator plus: • The school analyzes student performance data and reviews their policies and procedures to make data-informed curricular improvement decisions.	• The local board of education has adopted curriculum policy and school leadership has implemented procedures to address curriculum issues (e.g., curriculum development, alignment and revision; vertical and horizontal articulation; key transition points).	• The district has curriculum policy and school leadership has procedures to address curriculum issues, but they are not always fully implemented.	• The district does not have a curriculum policy.
	• The district initiates collaboration among schools within the district to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curriculum and to ensure that school staff members are cognizant of the most up-to-date curricular trends.	• The district has a curriculum committee that meets regularly and uses multiple indicators of student performance in a systematic process for monitoring, evaluating, reviewing and making recommendations for any needed revisions to the curriculum.	• The district has a process for curriculum review and revision, but the process is not always fully implemented or evaluated for impact.	• The district does not have a process for monitoring, evaluating, reviewing and/or revising the curriculum.
	• Designated school staff members initiate collaboration with other schools to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curricula of the schools and to ensure that school staff members are cognizant of the most up-to-date curricular trends.	• The school has a curriculum committee that meets regularly and uses multiple indicators of student performance (e.g., local and state standards, student performance on classroom and state assessments, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions to the curriculum.	• The school curriculum committee monitors and revises the curriculum based on a single or irrelevant indicator(s) of student performance.	• The school does not have a curriculum committee, or the existing committee never meets.

-255-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
1.1g **The curriculum provides access to an academic core for all students.** **Examples of Supporting Evidence:** • Curriculum documents • Units of study/lesson plans • Individual student schedules • Student handbook • Individual Education Plans/504 Plans/Academic Improvement Plans • Student and family member interviews • Individual Graduation Plans • Master school schedule • Course syllabi • Curriculum policy	Meets criteria for a rating of "3" on this indicator plus: • The curriculum is challenging and provides expanded opportunities (e.g., field experiences, shadowing, apprenticeships, work-based learning, foreign exchange) in all content areas beyond the common academic core. • The curriculum elicits higher order thinking and problem solving from all students and provides opportunities for authentic application of these skills. • The curriculum provides interdisciplinary courses to accommodate the learning needs of all students while maintaining expectations for high academic performance. • The curriculum standards and expectations in all content areas are identified and communicated to all stakeholders. • The school extends learning opportunities beyond the physical boundaries of the school for all students to access Arkansas' Academic Content Standards and Student Learning Expectations in ways that are compatible with the varied interests of the school's diverse student population.	• A challenging curriculum that addresses an academic core is available to all students. • The curriculum elicits higher order thinking and problem-solving skills from all students at age and developmentally appropriate levels. • The curriculum accommodates the learning needs of all students while maintaining consistent expectations for high academic performance. • The curriculum standards and expectations in all content areas are identified and communicated to all students. • Course offerings provide opportunities for all students to access Arkansas' Academic Content Standards and Student Learning Expectations.	• A challenging curriculum that addresses an academic core is offered to only some students. • Some of the curriculum elicits higher order thinking and problem-solving skills from students at age and developmentally appropriate levels. • The curriculum accommodates the learning needs of only some students and/or does not maintain expectations for high academic performance. • The curriculum standards and expectations in content areas are occasionally identified and communicated to students. • Course offerings provide limited opportunities for all students to access a curriculum that is aligned to Arkansas' Academic Content Standards and Student Learning Expectations.	• The curriculum is not challenging or does not provide an academic core. • The curriculum does not elicit higher order thinking and problem-solving skills from students. • The curriculum does not accommodate the learning needs of students. • The curriculum standards and expectations in content areas are not identified and communicated to students. • Course offerings do not provide opportunity for all students to access a curriculum that is aligned to Arkansas' Academic Content Standards and Student Learning Expectations.

256 -

ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION/ASSESSMENT

Standard 2: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1 Evaluation/Assessment **2.1a** **Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Content Standards.** **Examples of Supporting Evidence:** • Units of study, lesson plans • Samples of classroom assessments • Samples of student work products • Student and staff member interviews • Classroom walkthrough observations • Local board of education policy	Meets criteria for a rating of "3" on this indicator plus: • All assessments are aligned with Arkansas' Academic Content Standards and a number of these assessments are also interdisciplinary and multi-modal. • School leaders and other staff members develop and implement a systematic, school-wide classroom assessment program to ensure continuous student progress. • Teacher-designed assessment tasks are standards-based, rigorous, authentic and integrated across content areas.	• All assessments are aligned with Arkansas' Academic Content Standards. • The local board of education adopts classroom assessment policy and school leadership implements procedures to ensure that classroom assessments are frequent, authentic, not textbook driven and are consistently used to ensure continuous student progress. • Teacher-designed assessment tasks are intentionally standards-based, rigorous and authentic that require students to use inquiry, problem-solving and higher-order critical thinking skills at a proficient level.	• Some assessments are aligned with Arkansas' Academic Content Standards; some are based on other content (e.g., textbooks). • Local board of education assessment policy addresses classroom assessments but either the policy does not require frequent assessments or procedures are not implemented by school leadership requiring the assessments to be used to ensure continuous student progress. • Teacher-designed assessments are not always rigorous and/or authentic. The assessments do not always elicit proficient student work.	• Assessments are not aligned with Arkansas' Academic Content Standards. • District policy does not address classroom assessments. • Teacher-designed assessments are neither rigorous nor authentic.

-251-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
2.1b **Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.** **Examples of Supporting Evidence:** • Samples of assessments • Staff member interviews • Lesson plans • Professional resource materials	Meets criteria for a rating of "3" on this indicator plus:			
	• All teachers within and across all content areas collaborate to design appropriate authentic assessment tasks that are aligned with Arkansas' Academic Content Standards and informed by current research.	• Teachers intentionally and regularly collaborate to design appropriate authentic, not textbook driven, assessment tasks (e.g., exhibits, videos, story boards) aligned with Arkansas' Academic Content Standards.	• Teachers sometimes collaborate to design authentic assessment tasks, but the assessments are not always aligned with Arkansas' Academic Content Standards.	• Teachers rarely collaborate to design authentic assessment tasks, and the assessments are not aligned with Arkansas' Academic Content Standards.
	• Students and teachers collaborate to design a variety of assessment tasks that require students to provide valid and appropriate demonstrations of what the students should know and be able to do.	• All assessment tasks require valid and appropriate demonstrations of what students should know and be able to do. Students are provided choice from a range of forms of assessment.	• Some assessment tasks require valid and appropriate demonstrations of what students should know and be able to do. Students are not always provided choice in forms of assessment.	• Assessment tasks do not require valid and appropriate demonstrations of what students should know and be able to do.
	• School and district leaders model and participate in the collaborative design of assessment tasks.	• The collaborative design of assessment tasks is ongoing and regularly reviewed with school leadership; appropriate feedback is provided to teachers.	• The collaborative design of assessment tasks is reviewed with school leadership, but feedback is not provided to teachers.	• The collaborative design of assessment tasks is neither ongoing nor reviewed with school leadership.

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
2.1c **Students can articulate the academic expectations in each class and know what is required to be proficient.** **Examples of Supporting Evidence:** • Student, staff member and parent/family member interviews • Rubrics • Student work with rubrics and identified performance expectations are identified in common skill areas • Student journals/learning logs • Classroom displays • Classroom walkthrough observations • Student Performance Level Descriptions • Student questionnaire data	Meets criteria for a rating of "3" on this indicator plus: • Teachers collaborate with students and other teachers to develop clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas. • Students can articulate what they should know and be able to do to be proficient in all content areas, and they can demonstrate connections among academic disciplines. • Students intentionally reflect upon, evaluate, identify areas for improvement in and modify their own performances. Students can communicate these concepts to teachers, parents and peers in student-led conferences.	• Teachers collaborate to develop and use clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas. • Students can articulate what they should know and be able to do to be proficient in each content area. Students can describe the characteristics of quality work. • Students reflect upon and formally evaluate their own performances. Students share their self-evaluations with teachers and peers.	• Some teachers collaborate to develop clearly defined rubrics to assess what students know and are able to do to be proficient in some content areas. • Some students can articulate what they should know and be able to do to be proficient in each content area. • Students reflect upon their work but do not formally evaluate their own performances.	• Teachers do not collaborate on the development of clearly defined rubrics that provide clear content and performance expectations for students. • Students cannot articulate what they should know and be able to do to be proficient. • Students neither reflect upon nor evaluate their own work.

-259-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
2.1d **Test scores are used to identify curriculum gaps.** **Examples of Supporting Evidence:** • ACSIP • Student Performance Level Descriptions • Classroom evaluation data • Protocols for analyzing student work • Appropriate committee meeting minutes • Career and technical education profile • School Report Card • School Improvement Report	Meets criteria for a rating of "3" on this indicator plus: • The practice of the school ensures a clear process for the ongoing analysis of assessment data from multiple sources to identify curricular issues and gaps. • The school leadership, school staff members and other stakeholders monitor the implementation of curricular, instructional and assessment modifications and provide assistance and support to ensure that the implementation effort is sustained.	• The school leadership, school staff members and other stakeholders conduct ongoing analysis of the results of multiple assessments (e.g., ITBS, ACT, SAT, Plan, Explore, classroom) disaggregating the data to determine gaps in the curriculum and instructional implications. • The school leadership, school staff members and other stakeholders use the results of data analysis to modify curricular, instructional and assessment practices as needed for all students and subgroups.	• School staff members analyze the results of a single assessment or disaggregation of the data to identify curricular gaps or instructional implications that are incomplete. • School staff members use the results of data analysis for communication purposes but not to modify curricular, instructional and assessment practices.	• School staff members do not conduct a curricular gap analysis. The school administrator does not involve staff or stakeholders in the curricular gap analysis. • School staff members do not use the results of data analysis.

-260-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
2.1e **Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.** **Examples of Supporting Evidence:** • ACSIP • Open-response questions, culminating events/performance tasks/projects, teacher developed tests with accompanying scoring guides • Documentation of professional development days • Units of study/lesson plans and the accompanying assessment tasks • Staff member and student interviews • Student questionnaire data	Meets criteria for a rating of "3" on this indicator plus: • There are opportunities for students to design ways to demonstrate learning based on multiple intelligences and preferred learning styles. • Instructional staff members and students analyze multiple forms of classroom assessments to determine necessary instructional modifications to ensure student learning at the proficient level across content areas. • Students receive meaningful, ongoing feedback from a variety of sources (e.g., staff members, family members, peers) on their performances and use the feedback to continuously strengthen future performances.	• There are multiple opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. • Multiple forms of classroom assessments are analyzed to determine necessary instructional modifications (e.g., resources, timeframes for learning, lesson plans, units of study) to ensure student learning at the proficient level. • Students receive meaningful feedback from teachers and are encouraged to use the feedback to continuously strengthen future performances.	• There are occasional opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. • There are a limited variety of classroom assessment tasks and they are only occasionally analyzed to determine necessary instructional modifications. • Students do not always receive meaningful feedback that enables them to improve future performances.	• There is no opportunity for students to choose ways in which they demonstrate learning. • Classroom assessment tasks are not analyzed for impact on instruction. • Students receive no meaningful feedback on their performances.

261-198

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
2.1f **Performance standards are clearly communicated, evident in classrooms and observable in student work.** **Examples of Supporting Evidence:** • Examples of assessment tasks with rubrics and student work • Student performance models • Teacher and student interviews • Rubrics posted in classrooms • Student Performance Level Descriptors	Meets criteria for a rating of "3" on this indicator plus: • Teachers use performance standards and performance level descriptions to collaborate with students and other teachers to develop clearly defined rubrics prior to assignments/assessments. • Models of actual student performances and teacher-developed examples are shared across content areas and grade levels. School leadership provides support to teachers to ensure school-wide implementation of strategies to improve student performance. • Teachers, students and other instructional staff members collaborate to design classroom assessment tasks across content areas that allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are designed to be age and developmentally appropriate and are designed with input from the students. • By school policy and practice, teachers and other staff members engage in regular and meaningful two-way communication with families about student progress and identify effective ways to involve parents to support students' success.	• Teachers use performance standards and performance level descriptions to develop clearly defined rubrics that are shared with students prior to the beginning of the instructional sequence. • Models of actual student performances and teacher-made examples are used to clarify the task and to show distinctions between the levels of performance. Strategies for improving student performance are regularly identified, discussed, implemented in the classroom and observable in student work. • Classroom assessment tasks allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are designed to be age and developmentally appropriate. • School leadership ensures that teachers provide regular and meaningful communication to families about student progress.	• Teachers occasionally use performance standards and performance level descriptions to develop clearly defined rubrics and/or the rubrics are seldom shared with students. • Models of actual student performances and teacher-made examples are occasionally used to clarify the task and to show distinctions in the levels of performance. Strategies for improving student performance are identified and discussed but are not always implemented in the classroom or observable in student work. • Classroom assessment tasks sometimes allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are not always designed to be age and developmentally appropriate. • The school leadership expects teachers to communicate with families about student progress on a regular basis, but the practice is not implemented.	• Performance standards and performance level descriptions are not used to develop rubrics and/or rubrics are not shared with students. • Models of student performance are not used to clarify the task or to show the distinctions in the levels of performance. • Classroom assessment tasks do not allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are not designed to be age and developmentally appropriate. • The school leadership does not expect teachers to communicate with families about student progress beyond the traditional reporting of grades.

262-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
2.1g **Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.** **Examples of Supporting Evidence:** • Local board of education policies • Testing schedules • Examples of communications about the state assessment • Staff member, student and parent/family member interviews • Signed Assurance documents • Individual Education Plans/504 Plans/Academic Improvement Plans • School Report Card	Meets criteria for a rating of "3" on this indicator plus: • School/district leadership has a process for ongoing monitoring of and assistance for the ethical administration of the state's assessment and accountability system. • School/district leadership monitors the implementation of the policies and operational procedures that address the state's assessment and accountability system. • School/district leadership develops a testing schedule and communicates that schedule and comprehensive information on the purposes of assessment to staff members, students, parents/family members and community members. • School/district leadership supports teachers in their efforts to seamlessly integrate the use of assessment accommodations for individual students into the instructional program of eligible students.	• School/district leadership provides training on the administration of and ethics procedures for the state assessment program (e.g., testing practices, testing schedule, inclusion of special populations) for all persons involved in the process. • The local board of education adopts policies and school and district leadership implements operational procedures that address the state's assessment and accountability system. • School/district leadership develops a testing schedule and communicates that schedule and comprehensive information on the purposes of assessment to staff members, parent/family members and students. • Assessment accommodations for individual students follow state regulations.	• School/district leadership conducts a meeting with test administrators and provides copies of administrative and ethics procedures for the state assessment program. • The local board of education addresses the state's assessment and accountability system in their policies or operational procedures, but the policies and procedures are not implemented. • School/district leadership provides general information, but few details about the purposes of assessment or about the testing schedule to teachers and students. • Assessment accommodations for individual students do not always follow state regulations.	• School/district leadership distributes copies of administration and ethics procedures of the state assessment program to the staff. • The local board of education does not have policies or operational procedures that address the state's assessment and accountability system. • School/district leadership provides no information about the assessment. • Assessment accommodations for individual students are not provided or are provided for ineligible students.

-263-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
2.1h **Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.** **Examples of Supporting Evidence:** • Staff member and student interviews • Samples of classroom assessments • Student working folders/portfolios • Results of analysis of student work • Student Performance Level Descriptions • Documentation of professional development days	Meets criteria for a rating of "3" on this indicator plus: • All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels.	• Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels.	• Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented.	• Teachers have not received training in protocols for analyzing student work.
	• Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis are applied to inform curricular decision-making and to make connections within and beyond the implemented curriculum.	• Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis consistently inform teaching and learning.	• Student work is occasionally analyzed, but results of the analysis do not consistently impact teaching and learning.	• Student work is not analyzed.
	• Teachers collaborate across all content areas and grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and classroom assessment to enhance student achievement.	• Teachers regularly collaborate within content areas and/or grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and assessment.	• Some teachers analyze student work to revise instruction, curriculum and assessment.	• Teachers do not analyze the student work to impact and revise instruction, curriculum and assessment.
	• Students complete culminating performances as a demonstration of their growth over time.	• Teachers use student profiles and/or portfolios in all content areas as a way to measure student growth over time.	• Some teachers use student profiles and/or portfolios as a way to measure student growth over time.	• Student profiles and/or portfolios are not used to measure student growth over time.

-264-

ACADEMIC PERFORMANCE STANDARD 3-INSTRUCTION

Standard 3: The school's instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance.

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
3.1 Instruction	Meets criteria for a rating of "3" on this indicator plus:			
3.1a **There is evidence that effective and varied instructional strategies are used in all classrooms.**	• District leadership provides multiple forms of support that allow teachers to research and implement into their classrooms a variety of effective, student-centered, culturally responsive instructional strategies.	• Teachers use a variety of student-centered, culturally responsive instructional strategies (e.g., cooperative learning, learning centers, hands-on activities) found in current research to have a high likelihood of effectiveness.	• Some teachers use student-centered instructional, culturally responsive strategies while others primarily use teacher-directed strategies (e.g., lectures, whole-group instruction, worksheets).	• Teachers use only teacher-directed instructional strategies.
Examples of Supporting Evidence: • ACSIP • Lesson plans/units of study • Student work • Student questionnaire data • Perception data • Staff member and student interviews • Classroom walkthrough observations • Student journals/learning logs • Professional development • District/school professional development calendar	• Classroom instruction accommodates various learning styles, multiple intelligences and brain research. Instruction is monitored to determine its effectiveness for diverse learners and modified as necessary.	• Classroom instruction routinely accommodates various learning styles, multiple intelligences and brain research that include differentiation for the varied performance levels of students.	• Classroom instruction sometimes accommodates various learning styles, multiple intelligences and brain research.	• Classroom instruction does not accommodate various learning styles, multiple intelligences and brain research.
	• Classroom activities require all students to use inquiry learning as well as higher-order thinking and problem solving skills.	• Classroom activities require all students to use higher-order thinking and problem-solving skills.	• Classroom activities sometimes require students to use higher-order thinking or problem-solving skills.	• Classroom activities require students to memorize facts and details but use little or no higher-order thinking or problem solving skills.
	• As a result of content area and interdisciplinary connections that are implemented in classrooms, students are able to extend and apply knowledge and skills in new learning environments.	• Content area and interdisciplinary connections are intentionally planned, implemented and observed in classroom instruction.	• Content area and interdisciplinary connections are sometimes implemented but are not intentionally planned as part of instruction.	• Teachers may include connections within their content areas, but they do not make interdisciplinary connections.
	• Teachers collaborate to develop standards-based, culturally responsive courses, units of study and lessons across content areas.	• Courses, units of study and lessons are standards-based and culturally responsive requiring students to focus on guiding and essential questions.	• Some courses, units of study and lessons are standards-based and/or culturally responsive.	• Courses, units of study and lessons are neither standards-based nor culturally responsive.

-265-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	***3*** ***Fully functioning and operational level of development and implementation***	***2*** ***Limited development or partial implementation***	***1*** ***Little or no development and implementation***
3.1b **Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning.**	Meets criteria for a rating of "3" on this indicator plus:			
Examples of Supporting Evidence:	• District leadership provides multiple forms of support that assists teachers in the design/selection of instructional strategies that are aligned to the school curriculum, make connections across content areas/grade levels and seamlessly integrate pertinent assessment expectations for student learning.	• Selection of instructional strategies is informed by analysis of the results of continuous assessment, standards-based units of study and current research. The instructional strategies are aligned to the district curriculum, which is based on the learning goals of the school, district and state.	• Instructional strategies are sometimes aligned to the district curriculum.	• Instructional strategies are aligned to the textbook and are not linked to the district curriculum.
• Lesson plans/units of study • Course syllabi • Staff member and student interviews • Classroom walkthrough observations • District assessments • School wide assessments	• In addition to requiring assessment tasks that mirror those found on ACTAAP, learning activities further require students to complete assessment tasks similar to those on national assessments (e.g., ITBS, SAT, ACT, Plan, Explore).	• Learning activities routinely require students to complete assessment tasks similar to those on the state assessment (e.g., open-response questions, experiences with various types of reading, converting data to graphs).	• Some learning activities require students to complete assessment tasks similar to those on the state assessment.	• Learning activities do not require students to complete assessment tasks similar to those on the state assessment.

266

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
3.1c **Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.** **Examples of Supporting Evidence:** • Lesson plans/units of study • Classroom walkthrough observations • Student work • Staff member and student interviews • Student journals/learning logs • Academic Improvement Plans	Meets criteria for a rating of "3" on this indicator plus: • School leadership and students collaborate to design a systematic process for ongoing monitoring of the effectiveness of instructional strategies and activities. Students provide feedback to teachers who use that feedback to modify instruction as necessary to meet the needs of the school's diverse student population. • Instructional strategies, activities and content intentionally elicit student products that demonstrate various learning styles, multiple intelligences and brain research.	• School leadership monitors classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population. • Instructional strategies, activities and content are intentionally responsive to various learning needs and learning styles of students and intentionally address multiple intelligences and brain research.	• School leadership monitors classroom instruction but does not always provide feedback to teachers that would assist them in their efforts to modify instruction to meet the needs of a diverse student population. • Instructional strategies and activities may be responsive to the learning needs and learning styles of some students, but they are not intentionally planned to do so.	• School leadership does not monitor classroom instruction. • Instructional strategies and activities are not responsive to the learning needs or learning styles of students.

- 267 -

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
3.1d **Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.** **Examples of Supporting Evidence:** • Classroom walkthrough observations • Master schedule • List of teacher certifications • Individual professional growth plans • Units of study/lesson plans with examples of classroom assessments • Student and staff member interviews • Student work • School Report Card • Professional Development Plans (school) • Participation in statewide professional development programs (ELLA, Effective Literacy, etc.)	Meets criteria for a rating of "3" on this indicator plus: • School leadership in conjunction with the local board of education and district leadership recruits and provides financial incentives to retain teachers who are either already National Board certified or who agree to immediately seek such certification. The local board of education and district leadership assists school leadership in this effort. • A number of teachers seek National Board Certification or other forms of professional recognition in their designated field. • Teachers and administrators collaborate in a school-wide professional development program, including coaching and mentoring, that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.	• School leadership intentionally recruits and retains a diverse staff of licensed and highly qualified personnel teach in their assigned areas and/or grade levels. • All teachers are appropriately licensed and highly qualified • All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.	• School leadership recruits personnel licensed to teach in their assigned areas/grade levels, but recruitment is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff. • A few teachers are not appropriately licensed or highly qualified • Teachers participate in the required hours of professional development, but the professional development does not always update their content knowledge and current professional practices.	• School leadership does not recruit personnel who are licensed to teach in their assigned areas or grade levels. • Many teachers are not appropriately licensed or highly qualified • Teachers do not participate in professional development that updates their content knowledge and professional practices.

-268-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
3.1e **There is evidence that teachers incorporate the use of technology in their classrooms.** **Examples of Supporting Evidence:** • Lesson plans/units of study • Perception surveys • Student and staff member interviews • Classroom walkthrough observations • District technology plan • Samples of student work and products • Local board of education policies	Meets criteria for a rating of "3" on this indicator plus: • Teachers, students and other instructional staff members effectively use a variety of technology to extend learning, increase productivity and create products for various purposes, audiences and situations.	• Teachers appropriately use technology as an integral part of instruction in all content areas (e.g., research, product development, data organization) and support students in making choices in the use of technology to extend their learning and create products for various purposes, audiences and situations.	• Teachers use technology as a part of instruction, but the technology is not seamlessly integrated into instruction across content areas.	• Teachers do not use technology for instructional purposes.
	• Community resources are identified and partnerships formed to expand technology from the classroom into the community.	• Technology is regularly used to expand the classroom into the community (e.g., cable television, Web Quest, international electronic pen pals, virtual tools).	• Technology sometimes expands the classroom into the community.	• Teachers do not use technology to expand the classroom into the community.
	• The school makes its technological resources available to community stakeholders during hours beyond the regular school day.	• Technology is readily available and equitably accessible to all students, and they are encouraged to use it as a way to demonstrate learning.	• Technology is available to students, but the accessibility is either limited or inequitable.	• Technology is not readily available or accessible to students.
	• The local board of education provides extensive technological resources to the school that allows technology to be effectively used in instruction.	• The local board of education has established policy and school leadership has implemented procedures that define the effective use of technology in instruction.	• The district has a technology policy, but it either does not address the instructional impact of technology or is not implemented.	• The district does not have a technology policy.
	• Principals collaborate with teachers to research the effectiveness of various instructional technology systems and select those with the greatest potential of enhancing student achievement.	• Principals evaluate the effective use of technology for instructional purposes during classroom observations and walkthroughs. Feedback and support are provided to teachers to assist them in modifying their instructional technology practices.	• Principals expect teachers to use technology for instructional purposes, but the instructional use is neither monitored nor supported.	• Teachers are not expected to use technology for instructional purposes.

-269-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
3.1f **Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.** **Examples of Supporting Evidence:** • Textbooks/instructional resources purchasing plan/curriculum documents • Perception surveys • Student and staff member interviews • Classroom walkthrough observations • Media center inventory • School budget/allocations	Meets criteria for a rating of "3" on this indicator plus: • Community stakeholders form ongoing partnerships with the school and district to provide electronic and printed instructional resources (e.g., virtual library, public libraries, educational television, local historic sites) to effectively deliver the curriculum and support learning in the classrooms.	• A sufficient variety of current electronic and printed instructional resources (e.g., digitized textbooks, voice to text) supplement instruction and learning in classrooms.	• A limited variety of current instructional resources supplement instruction and learning in most classrooms.	• The textbook is the primary instructional resource used in most classrooms.
	• Extensive resources are available in all content areas to support the school's implemented curriculum.	• Instructional resources are sufficient in all content areas to support the school's implemented curriculum.	• Instructional resources are sufficient in some content areas to support the school's implemented curriculum.	• Instructional resources are not available to support the school's implemented curriculum.
	• The school's collection of instructional resources throughout the school and in all classrooms is evaluated in the context of the curriculum, current research and the needs of students and is regularly expanded as necessary in order to be responsive to the diversity of the students and to ensure that resources are current and proven to further student learning.	• Instructional resources responsive to the diversity of students are selected and purchased after a thorough bias review of the considered materials. The school's collection of instructional resources is routinely reviewed, and items are replaced as necessary.	• Some of the instructional resources appropriately reflect diversity.	• Instructional resources do not appropriately reflect diversity.
	• The selection of instructional resources is research-informed to ensure that the selected resources are age and developmentally appropriate and differentiated to address the individual learning styles of the school's diverse student population.	• Instructional resources are age and developmentally appropriate for all students.	• Some of the instructional resources are age and/or developmentally appropriate.	• Instructional resources are not age and/or developmentally appropriate.
	• The media center provides an extensive variety of current and appropriate instructional resources to enhance the school's implemented curriculum and support the needs of the entire school community.	• The media center provides current and appropriate instructional resources to support the school's implemented curriculum and the diverse needs of students.	• The media center provides current and appropriate instructional resources to support some areas of the school's implemented curriculum.	• The media center does not provide current and appropriate instructional resources to support the school's implemented curriculum.

-210-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
3.1g **Teachers examine and discuss student work collaboratively and use this information to inform their practice.** **Examples of Supporting Evidence:** • Meeting minutes • Staff member interviews • Perception surveys • Lesson plans/units of study with feedback • Summaries of analysis of student work	Meets criteria for a rating of "3" on this indicator plus: • All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels.	• Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels.	• Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented.	• Teachers have not received training in protocols for analyzing student work.
	• Teachers and administrators meet regularly to collaboratively analyze student work, identifying individual student strengths and weaknesses and next steps for instruction.	• Teachers meet regularly and collaboratively analyze student work (including writing samples) in all content areas identifying individual student strengths and needs to make instructional decisions.	• Teachers meet occasionally to review student work, but results of the analysis do not always inform instructional practices.	• Teachers do not meet to analyze student work.
	• Teachers collaboratively develop interdisciplinary open-response items similar to those found on ACTAAP. The student responses to these items are analyzed to determine the quality of the prompts, degree of student engagement and proficiency of student performance.	• Teachers collaboratively analyze student responses from released items to inform instructional practice and to improve student performance.	• Teachers collaboratively analyze student responses from released items. Results of the analysis are not always used to inform instructional practices.	• Teachers do not analyze student responses from released items.
	• Students collaborate with teachers and peers to analyze their own work and provide feedback to the teachers based on the results of such analysis. Teachers use this feedback to inform their decision-making to improve their instructional practice.	• Individual teachers regularly analyze the work of their own students using the analysis results to inform their instructional practice. The school leadership provides assistance to teachers through mentoring, coaching and conferencing opportunities.	• Individual teachers analyze the work of their students. Results of the analysis are not always used to inform instructional practice and/or school leadership does not provide assistance to teachers in the process.	• Individual teachers do not analyze the work of their students.

-271-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
3.1h **There is evidence that homework is frequent and monitored and tied to instructional practice.** **Examples of Supporting Evidence:** • Lesson plans/units of study • Staff member, student and parent/family member interviews • Classroom walkthrough observations • Student homework with teacher feedback • Local board of education policy	Meets criteria for a rating of "3" on this indicator plus: • Students and teachers conference on the purpose of homework and the relationship between homework and class work. Students view homework as an extension of their learning and offer suggestions to teachers on different types of homework that would extend and deepen their knowledge and skills.	• Students can articulate the purpose of homework and the relationship between class work and homework and view homework as essential to their learning.	• Students can sometimes articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work, but the purpose and relationship are not always clear.	• Few students can articulate the relationship between class work and homework.
	• Teachers collaborate to design homework within and across content areas and grade levels that is part of their curriculum mapping process and unit design and that is linked to the content and skills of the school's curriculum and to clearly defined performance standards.	• Homework in all classrooms is monitored and frequent and intentionally extends student learning and provides opportunities for authentic application.	• Homework in some classrooms is monitored and frequent, extends student learning and connects to real world experiences.	• Homework does not extend student learning.
	• Instructional follow-up, teacher feedback and opportunities for student self- and peer-evaluations, focusing on content and performance standards, are provided for all homework assignments. Teachers use feedback from homework assignments to inform their decision-making to improve their instructional practice.	• Instructional follow-up and specific, timely teacher feedback focusing on content and performance standards are provided to individual students for all homework assignments.	• Instructional follow-up or specific teacher feedback is sometimes provided for homework assignments for individual students.	• Instructional follow-up for homework is not provided.
	• Students and teachers provide formal feedback to the school leadership on the efficacy of the homework policy and procedures as a systematic process to enhance student learning. The school district considers the feedback when reviewing policy.	• The local board of education has adopted a homework policy and school leadership has fully implemented procedures regarding homework.	• The local board of education has adopted a homework policy and school leadership has established procedures regarding homework, but the procedures are not fully implemented.	• The district does not have a homework policy.

-272-

LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	***3 Fully functioning and operational level of development and implementation***	***2 Limited development or partial implementation***	***1 Little or no development and implementation***
4.1 School Culture **4.1a** **There is leadership support for a safe, orderly, and equitable learning environment.** **Examples of Supporting Evidence:** • School/district safety plan • Student/parent/staff handbooks • Emergency drill plans • School climate/culture audits • School accident/student health reports • Discipline infraction records • Attendance records • Student, parent, school staff and district staff interviews • Facility inspection reports • Health department inspection reports • Fire marshal reports • Student discipline reports • ACSIP • Facility work orders • Classroom walkthrough observations • Staff extra-duty schedule • Safe schools data reports • Local board of education policies and meeting minutes	Meets criteria for a rating of "3" on this indicator plus: • Community members (e.g., architects, facility experts, emergency support personnel) provide proactive assistance, guidance and support to schools in an effort to ensure a safe, healthy, orderly and equitable learning environment. • School leadership collaborates with community representatives to design policy and identify procedures that ensure a safe, healthy, orderly and equitable learning environment. • In order to provide an orderly learning environment, school leadership collaborates with community, family and student representatives to establish and implement policies and operational procedures to minimize disruptions to instruction. • Peer adjudication and community justice systems are active partners with school leadership in the equitable application of academic and behavior standards. • District and school leadership regularly conduct joint walkthroughs of the school to collect ongoing data concerning the learning environment and establish a feedback loop on safety, health, order and equity issues.	• The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment. • The local board of education adopts classroom management and discipline policy and school leadership implements procedures to provide a safe, healthy, orderly and equitable learning environment. • In order to provide an orderly learning environment, school leadership establishes policies and implements operational procedures to minimize disruptions to instruction. • Academic and behavior standards are well defined, clearly communicated to students and equitably applied throughout the learning environment. • Learning environment data are regularly collected through various means (e.g., culture/climate surveys, opinion surveys) and analyzed for use in planning and decision-making to provide a safe, healthy, orderly and equitable learning environment.	• The physical structures of the school generally provide students and staff with a safe, healthy, orderly and equitable learning environment, but the condition of the structures could be improved. • The local board of education adopts classroom management and discipline policy to provide a safe, healthy, orderly and equitable learning environment, but either the policy is inadequate or school leadership does not fully implement procedures congruent with the policy. • School leadership has established operational procedures to minimize disruptions, but the procedures are not always enforced. • Academic/behavior standards are defined but may not be clearly communicated to students or equitably applied. • Learning environment data are not collected on a regular basis or the data are not analyzed for use in planning and decision-making.	• The physical structures of the school do not provide a safe, healthy, orderly and equitable learning environment. • School policy does not address the establishment of a safe, healthy, orderly and equitable learning environment. • School leadership has not established operational procedures to minimize disruptions. • Academic and behavior standards have not been well defined, clearly communicated to students and/or equitably applied. • Learning environment data are not collected.

-273-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
4.1b **Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.** **Examples of Supporting Evidence:** • ACSIP • Faculty meeting agenda • School mission, belief and vision statements • Documentation of professional development days • Student, staff member, parent/family member and community member interviews • School calendar showing motivational and celebratory events • Classroom walkthrough observations • Individual Education Plans/504 Plans/Academic Improvement Plans • Lesson plans • Classroom assessments	Meets criteria for a rating of "3" on this indicator plus: • The practice of school leadership includes support for learning during extracurricular and co-curricular activities. • Family members, business leaders and other community members establish collaborative partnerships to design, initiate and sustain authentic learning experiences in support of student learning. • School leadership establishes a learning community and safe environment in which teachers can openly share successes and failures and constructively analyze and criticize practices and procedures. • School leadership implements a systematic process to ensure continuous school-wide improvement and higher student achievement.	• The practice of school leadership demonstrates a commitment to high academic expectations for all students. • School leadership and staff members facilitate ongoing learning experiences designed to encourage family members, business leaders and other community members to share in the school's vision of student learning. • School leadership provides opportunities for teachers to regularly share their innovations (e.g., novel instructional strategies, effective resources, technology integration) that have resulted in higher student achievement. • School leadership establishes and sustains a focus on continuous improvement in student learning.	• School leadership claims a commitment to high academic expectations for all students but does not demonstrate that commitment in practice. • School leaders and staff members make limited efforts to share the school's vision of student learning with other stakeholders. • School leadership provides limited opportunities for teachers to share innovations that have resulted in higher student achievement. • School leadership generally emphasizes continuous improvement in student learning but may not do so on a regular or consistent basis.	• School leadership does not demonstrate a commitment to high academic expectations for all students. • School leaders and staff make no effort to share the school's vision of student learning with other stakeholders. • Teachers do not share success stories even when opportunities are available. • School leadership does not have a focus on continuous improvement in student learning.

-274-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
4.1c **Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.** **Examples of Supporting Evidence:** • Lesson plans • Classroom walkthrough observations • Student, parent and staff interviews • School discipline plan/classroom management plan • Student and parent handbooks • Posted behavior standards • Posted academic standards and rubrics • Individual professional growth plans • Team/department/committee meeting agenda/minutes • Master schedule/use of instructional time • Student work • Library/media center usage • Extra-curricular and co-curricular program schedule • School Report Card • Safe schools data reports	Meets criteria for a rating of "3" on this indicator plus: • Students and staff members collaborate to establish, sustain and demonstrate in practice school-wide high academic expectations that are applicable to all. • Students and staff members collaborate to research and adopt an effective program of school-wide student behavior that emphasizes self-discipline and responsibility.	• Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves and provide the structure and support to ensure student success. • Standards of student behavior are collaboratively developed, clearly communicated to stakeholders and equitably applied to all students.	• Teachers set high academic expectations for some students but not all. • Standards of behavior are developed by staff members and communicated to students but not equitably applied.	• Teachers do not set high academic expectations for students. • Standards of behavior exist but are neither communicated to students nor equitably applied.

-275-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
4.1d **Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.** **Examples of Supporting Evidence:** • ACSIP • Staff interviews • School committee/faculty meeting agenda/minutes • Classroom walkthrough observations • Employee handbooks • Organizational charts • Work schedules • Job descriptions • Professional development agenda	Meets criteria for a rating of "3" on this indicator plus: • The mission and belief statements of the school are the decision-making filter and compass for staff members, students and family members in the work of the school. • Structures and systems maximize the potential for staff members to be collegially self-directed and empowered in both formal and informal decision-making regarding teaching and learning. • Non-teaching (classified) staff members collaborate with the teaching staff to expand the scope of their areas of responsibility to include teaching and learning experiences (e.g., safety discussions, health issues, reading buddies).	• All staff members are knowledgeable of and make decisions guided by the school's mission and belief statements. • Structures and systems are effectively implemented to promote collaboration and collegiality in both formal (committee structure) and informal decision-making regarding teaching and learning. • Non-teaching (classified) staff members establish a professional learning community with teaching staff members to resolve challenges in their areas of responsibility (e.g., scheduling of routine maintenance/housekeeping to avoid disruption to instruction, maintaining "learning" bulletin boards in the cafeteria) to contribute to a positive learning environment for students.	• Staff members are aware of the school's mission and belief statements, but the statements do not always guide decision-making. • Decision-making structures and systems are in place but are not effectively implemented to promote collaboration and collegiality among staff members regarding teaching and learning. • Non-teaching (classified) staff members cooperate with teaching staff members when making decisions in their areas of responsibility that contribute to a positive learning environment for students.	• The school's mission and belief statements do not guide decision-making. • Decision-making structures and systems to promote collaboration and collegiality among staff members regarding teaching and learning either do not exist or are not implemented. • Non-teaching (classified) staff members do not consider teaching and learning when making decisions in their areas of responsibility.

-276-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
4.1e **Teachers recognize and accept their professional role in student success and failure.** **Examples of Supporting Evidence:** • Staff member, student and parent/family member interviews • Professional resources • Samples of student evaluations of teachers • School Report Card and trend data • Documentation of professional development days • Lesson plans/units of study • Local board of education policies and meeting minutes	Meets criteria for a rating of "3" on this indicator plus: • The district policy establishes clear guidelines and support structures for teachers and administrators to study, understand and act upon the role of teacher efficacy in student success. • School leadership expects teachers to recognize and accept their professional role in student success and failure and provides opportunities for teachers to study the connection between instructional practices and student success and consider that connection in the design of their instruction. • Students collaborate to design instruments to be used for school-wide evaluation of the instructional performance of the teachers and the curriculum of the school resulting in instructional and curricular modifications to better meet the diverse needs of students.	• The district policy acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically review and revise instructional practice based on student performance. • Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed. • Teachers provide students with opportunities to evaluate the instructional performance of the teachers and use the feedback to improve their classroom practice as needed.	• The district policy acknowledges the link between teacher efficacy and student performance, but either clear procedures are not set for staff members' use to review and revise practice based on student performance or the staff members do not implement the procedures. • Teachers occasionally reflect on the impact of their instruction on the success of their students, but either the reflection is not a regular occurrence or does not lead to a change in classroom practices. • Some teachers provide students with opportunities to evaluate their instructional performance, but opportunities (e.g., only at the end of the school year, only in certain classes) are limited.	• The district does not have a policy linking teacher efficacy and student performance. • Teachers do not reflect on the impact of their instruction on the success of their students as a way to improve student achievement. • Teachers do not provide students with opportunities to evaluate the instructional performance of teachers.

-277-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
4.1f **The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.** **Examples of Supporting Evidence:** • Master schedule • Class rosters • Enrollment data • Local board of education policies and meeting minutes • Parent, student and staff member interviews • Student schedules • Daily schedules • Lesson plans • Records of teacher certification/experience • Student/teacher ratio • Class offerings/course descriptions • School Report Card	Meets criteria for a rating of "3" on this indicator plus: • Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • Students self-monitor their progress toward learning goals and collaborate with staff members to adjust flexible groupings. • The district provides additional fiscal resources beyond those required by the funding formula to lower student/teacher ratio below that required by state standards for accreditation. • District policy requires that decisive changes in staffing assignments, as well as the inclusion of community resources, be made based upon student achievement data in order to capitalize on the in-depth knowledge of specific persons on a variety of content. School and district leadership teams collaborate to discuss effective and ineffective master schedules to inform this change process.	• Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • Student groupings are created based on instructional needs and provide for flexible grouping and regrouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students. • The local board of education has adopted policy and school leadership has implemented a staffing procedure that ensures an effective student/teacher ratio for meeting the needs of all students. • The local board of education has adopted policy and school leadership has implemented a procedure requiring a flexible master schedule that allows teaching assignments to be adjusted in order to maximize the impact of the strengths of specific teachers on student learning.	• Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space. • Student groupings are sometimes created based on instructional needs. There is some flexibility for regrouping based on assessment of student performance with little regard to teacher strengths. • The district has a policy regarding student/teacher ratio, but the policy does not ensure an effective student/teacher ratio for meeting the needs of all students. • The district may have a policy requiring a flexible master schedule, but teaching assignments are not often adjusted to impact student learning.	• Students do not have equitable access to classes. • Student groupings are not based on instructional needs and there is no attempt to regroup when necessary. • The district does not have a policy regarding student/teacher ratio. • The district does not have a policy requiring a flexible master schedule or teaching assignments are never adjusted.

-278-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
4.1g **Teachers communicate regularly with families about individual students' progress (e.g., engage through conversation).** **Examples of Supporting Evidence:** • Report cards and/or progress report forms • School/teacher web pages • Phone/e-mail registers of family contacts • Local board of education policies and meeting minutes • Notes from parent conferences • Student, parent/family member and teacher interviews • Interactive automated voice mail system • Record of home visits • Parent Involvement plan	Meets criteria for a rating of "3" on this indicator plus: • The school exceeds the requirements of local board of education policy regarding communication about student progress to foster a school culture of collaborative learning and dialogue. • The school's web site contains links to the web pages of individual teachers and, through secure password entry; families can obtain information on the progress of their students. • The school has established regular "phone hours" during which parents are able to easily contact teachers to discuss student progress. • Students collaborate with staff members to initiate opportunities to demonstrate their progress to their families and/or community members.	• The local board of education has adopted policy and school leadership has implemented procedures guiding interactive school/home communication about student progress. • Student progress reports (e.g., paper or electronic copy, e-mail) are sent home regularly and include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans. • Teachers regularly contact families (e.g., home visits, phone calls, e-mail) to discuss student progress. • Teachers involve students (e.g., student-led conferences, journals) in reporting student progress to families.	• The local board of education has a policy guiding interactive school/home communication about student progress, but the policy is not fully implemented by school leadership. • Student progress reports are sent home but do not include explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans. • Some teachers contact families to discuss student progress, but most teachers contact families only concerning discipline problems. • Some teachers involve students in reporting student progress to families.	• The local board of education does not have a policy guiding interactive school/home communication about student progress. • Student progress is communicated to parents only through student report cards or do not include an explanation of student performance. • Teachers do not contact families to discuss student progress. • Teachers do not involve students in reporting student progress to families.

-219-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
4.1h **There is evidence that the teachers and staff care about students and inspire their best efforts.** **Examples of Supporting Evidence:** • Staff members, students, parents/family member and community member interviews • Perception surveys • Classroom walkthrough observations • Master schedule • Student handbook • School newsletter • Recognition program documentation • Student work displays • Web pages • Newspapers • Yearbooks • School Report Card	Meets criteria for a rating of "3" on this indicator plus: • School staff and community members collaborate to provide a support structure (e.g., mentors, safe places, after school programs) that ensures a nurturing learning environment for all students. • Students, staff members and community members establish, sustain and participate in an adult/peer advocacy network. • Staff members nurture students by extending appropriate student/staff interactions into areas of student interest beyond the classroom and/or school. • Staff and community members use innovative strategies (e.g., classroom web pages, letters to the editor, marquees) to provide appropriate praise and positive reinforcement, motivating students to high levels of achievement in areas within and beyond the classroom/school.	• Staff members have established a nurturing learning environment (e.g., school-within-school concept, team structure, advisor-advisee program) for all students. • Each student has been formally assigned and meets regularly with an adult who serves as an advocate for the student. • There are frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior and individual needs of students. • Staff members use appropriate praise and positive reinforcement to motivate students to high levels of achievement.	• The learning environment of the school may be nurturing but the staff members do not establish this culture for all students. • Students have either not been formally assigned or do not regularly meet with an adult who serves as an advocate for the student. • There are occasional, meaningful interactions between students and staff but the focus of the interactions is usually on behavioral issues. • Some student accomplishments are recognized and reinforced but praise is often inappropriate or inequitably applied.	• A nurturing learning environment does not exist in the school. • Adults do not advocate for students. • Interactions between students and staff are not meaningful. • Student accomplishments are not recognized.

-280-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
4.1i **Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.** **Examples of Supporting Evidence:** • School communications plan • Staff member, parent/family member and community member interviews • Samples of written correspondence • School meeting/program agenda • PTA/PTO meeting minutes • School web page • Civic group programs/meeting agenda • Newspaper clippings • Bulletin boards, exhibits and displays • Brochures/pamphlets	Meets criteria for a rating of "3" on this indicator plus: • Representatives of all stakeholder role groups from the school community collaborate to develop the school's systematic communications plan. • The school collaborates with the district to seek technological resources from the community to ensure state-of-the-art communication capabilities in support of a climate conducive to student performance excellence.	• The school has published and implemented a systematic communications plan that guides written, face-to-face and electronic communication with stakeholders. • School staff members use a variety of technological resources (e.g., voice mail, web page, cable access channels) and communication strategies to provide interactive communication with stakeholders.	• The school has a communications plan but it is not publicized and/or is partially implemented. • School staff members use limited technology to communicate with stakeholders.	• The school does not have a communications plan. • The school does not use technology to enhance communication with stakeholders.

-281-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
4.1j **There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).** **Examples of Supporting Evidence:** • ACSIP • Displays of student work/exhibitions • Staff members, student, parent/family member and other stakeholder interviews • Media documentation • School/classroom web pages • Videos of student performances • PTA/PTO meeting minutes • Student recognition program documentation • Trophy cases • Yearbooks • Perception surveys	Meets criteria for a rating of "3" on this indicator plus: • School and district leadership provide opportunities for the accomplishments of students to be recognized at local, state and national levels. • School staff members, students and stakeholders collaborate to recognize student achievement through exhibitions and showcases. • School and district staff members collaborate with students and stakeholders to honor and display quality student work in the community. • School and district staff members collaborate with stakeholders to publicize student academic achievement and to provide additional sources of recognition (e.g. scholarships).	• School leadership has clearly defined procedures in place for regularly and equitably recognizing and celebrating the accomplishments of students for academic success including formal and informal recognition. • Staff members implement a process for the use of student performance exhibitions and showcases of student work for recognition of achievement in all content areas. • Quality student work and scoring rubrics are consistently displayed in classrooms and throughout the school and are used to guide student self-reflection. • Student academic achievement is publicly shared with community and business partners.	• School staff members informally recognize some students for academic success. • School staff members showcase student work on a limited basis or only recognize success in one area (e.g., sports). • Student work and scoring rubrics are displayed in some areas but may not reflect quality and/or be used to guide student self-reflection. • Student success may be shared with families but seldom shared with community and business partners.	• School staff members do not recognize student academic success. • School staff members do not exhibit or showcase student work. • Student work and scoring rubrics are not displayed in the school. • Student success is not shared.

-282-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
4.1k **The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.**	Meets criteria for a rating of "3" on this indicator plus: • Data on the practice of staff members is collected and analyzed to determine if the commitment to equity initiatives and appreciation of diversity practices has a positive impact on student achievement.	• The local board of education has adopted policies addressing and school staff members have incorporated into their practice a commitment to equity and an appreciation of diversity.	• The district has policies that address a commitment to educational equity and an appreciation of diversity, but the policies are not always reflected in practice.	• There are no district policies regarding educational equity or appreciation of diversity.
Examples of Supporting Evidence: • Student, staff member, parent/family member and community member interviews • Local board of education policies and meeting minutes • Multicultural/diverse instructional resources • ACSIP • Classroom walkthrough observations • Lesson/unit plans • School guidance plans/records • Suspension/expulsion/attendance records • Perception surveys	• Varied instructional strategies based on multicultural considerations are integrated into the curriculum resulting in the reduction and eventual elimination of achievement gaps. • The school functions as a learning community that negates the impact of physical, cultural, and socio-economic factors on learning by meeting them as challenges rather than recognizing them as barriers.	• Multicultural considerations are reflected in instructional strategies and seamlessly integrated into the curriculum. • School staff members establish and sustain a culture that minimizes the impact of physical, cultural, and socio-economic factors on learning.	• Multicultural education is addressed through separate instructional programs. • School staff members may establish but do not sustain a culture that minimizes the impact of physical, cultural or socio-economic factors on learning.	• Multicultural education is not addressed. • School staff members do not address physical, cultural or socio-economic barriers to learning.

-283-

LEARNING ENVIRONMENT STANDARD 5–STUDENT, FAMILY AND COMMUNITY SUPPORT

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	***3*** ***Fully functioning and operational level of development and implementation***	***2*** ***Limited development or partial implementation***	***1*** ***Little or no development and implementation***
5.1 Student, Family, Community Support Programs/Services **5.1a** **Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.**	Meets criteria for a rating of "3" on this indicator plus: • The district analyzes patterns of community participation as a planning tool to maximize active and effective parent, community and minority involvement in committee work.	• The local board of education has adopted a community involvement policy and school leadership implements procedures that ensures active, effective recruitment of parents, community members and minority representatives to serve on school committees.	• The local board of education has adopted a community involvement policy, but the policy is either inadequate or is not implemented.	• The district does not have a community involvement policy.
Examples of Supporting Evidence: • Staff member, parent/family member and student interviews • School visitors register • Local board of education policies • Classroom walkthrough observations • Parent/community member workshop schedule • Volunteer schedule • Examples of school-to-home communications • Parent Involvement Plans/Title I Parent meetings • Perception surveys	• Family and community members evaluate the effectiveness of the collaborative effort to remove barriers to learning for all students and make changes as appropriate. • Interactive communication among home, school and community is consistently and intentionally proactive.	• Families and community members are involved in significant ways (e.g., homework, supplemental and remediation programs, reviewing student work, parent/community volunteer activities and committee/business partnerships) to remove barriers to learning for all students. • Interactive communication between home and school is meaningful and regular.	• Families are involved to remove barriers to learning for students but not in significant ways. • Communication from the school to the home is generally reactive dealing with issues of student behavior or academic performance.	• Families are not involved in student learning. • Communication from the school to the home is minimal.

284-480

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
5.1a (Continued) **Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.** **Examples of Supporting Evidence:** • Community involvement programs • Classroom/school web pages • Committee rosters • Committee meeting agenda and minutes • School event calendar • ACSIP • Lesson plans • Parent meetings • Service learning project documentation	Meets criteria for a rating of "3" on this indicator plus: • Family, school and community stakeholders collaborate to select programs and strategies that ensure interaction among teachers, families and the community at large. • Structures are in place to encourage and enhance family and community participation. • Students and family members collaborate with school staff members, district staff members and community partners to design programs and services and identify resources to create, implement, maximize and sustain learning opportunities.	• Programs and strategies (e.g., training for parents, open house, curriculum fair, portfolio night, scrimmage night) that promote interaction between teachers and families are developed, implemented and evaluated for effectiveness. • Parents/family members are welcome in the school and their assistance (e.g., volunteer committees, parent centers, and committees) is sought. • School and district staff members collaborate with family members and community partners to provide programs, services and resources (e.g., service learning projects) that create, implement, maximize and sustain learning opportunities for all students.	• Programs are developed that promote communication among teachers, families, and community members, but the programs are not always implemented. • Parents, family members, and community members are welcome in the school, but their assistance and involvement are not actively sought. • There is some school, family member, and community member collaboration, but the resulting programs and services provide limited learning opportunities for students.	• Few or no programs are developed that promote communication among teachers, family members and community members. • Parents, family members and community members are not welcome in the school. • There is little or no collaboration among school staff members, family members and community members.

285-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
5.1b **Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).** **Examples of Supporting Evidence:** • Student, school staff member, community member interviews • Supplemental or Remedial instruction program overview • Title I program plan • School guidance plans • Perception surveys • Student Individual Education Plans/Behavior Management Plans • Supplemental Services • National School Lunch Act (NSLA) funded programs • Alternative Learning Environment (ALE) programs • English Language Learners (ELL) programs	Meets criteria for a rating of "3" on this indicator plus: • Achievement data on students who have exited the supplemental or remedial instruction program is collected from multiple sources and analyzed to ensure that academic gains are maintained. • Family and school staff members collaborate to analyze data from multiple sources (e.g., School Report Card, other standardized assessments, classroom assessments) to determine the extent to which the supplemental or remedial instruction program enhances the achievement of those students with the greatest needs and to inform program decision-making and modifications. • Family and school staff members collaborate to determine the effectiveness of support services intended to remove barriers to learning for at-risk students.	• Achievement data on student participation in supplemental or remedial instruction program is analyzed to ensure that students enter and exit the program as needed based on specific and clearly defined criteria. • The supplemental or remedial instruction program is designed and implemented to support and promote individual student achievement with emphasis on those students with the greatest needs. The program is evaluated regularly and modified as necessary. • School guidance programs promote and support student learning by coordinating targeted and effective support services that remove barriers to learning for at-risk students. The programs are evaluated regularly and modified as necessary.	• Student participation data is not analyzed to ensure that students enter and exit the supplemental or remedial instruction program based on specific and clearly defined criteria or the entrance/exit criteria are not followed. • The supplemental or remedial instruction program is designed and implemented to support individual student achievement, but the emphasis of the program is not on students with the greatest needs. • School guidance programs do not maximize leverage on student learning by integrating all possible sources of funds (e.g., federal, state, community) to provide support services that remove barriers to learning.	• The supplemental or remedial instruction program does not have specific and clearly defined entrance/exit criteria or student participation data is not collected. • The supplemental or remedial instruction program is designed as a remedial program without addressing individual student or group learning needs. • School guidance programs do not leverage multiple sources of support services to remove barriers to learning.

-286-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
5.1b (Continued) **Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).** **Examples of Supporting Evidence:** • PTA/PTO meeting minutes • Technology plan • Supplemental or Remedial instruction entrance and exit reports • Supplemental or Remedial instruction program data • Master schedule • Class rosters • Schedule of parent/teacher conferences • Parent Involvement Plans/Parent meetings • Arkansas Performance report • Local board of education policies, meeting agenda and minutes	Meets criteria for a rating of "3" on this indicator plus: • Title I activities enhance the school's instructional program by leveraging the integration of resources to promote and support student learning. • School counselors partner with the total school staff and community to develop a network of support (e.g., a school-wide student assistance program that includes peer counseling and adult advocate components). • Community agencies and the school/district establish partnerships to provide extensive technology resources to ensure that all students have access to the common academic core. • The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equal access to a common academic core.	• Title I activities are seamlessly integrated into the school's instructional program to promote and support student learning. • School counselors collaborate with staff members and families to implement a school-wide guidance program that provides support services to meet the intellectual, social, career and developmental needs of students. • The school/district provides a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) for all students to access the common academic core. • The district has adopted policy and school leadership has implemented procedures that ensure all students have equal access to a common academic core.	• The Title I program is not closely coordinated with the school's instructional program. • School counselors focus more on administrative issues than on a school-wide guidance program in support of student learning. • The school's technological resources are not equitably available to all students to access the common academic core. • The district has a policy stating that all students have equal access to the curriculum, but school leadership does not always implement the policy.	• The Title I program is isolated from the rest of the school's instructional program. • School counselors do not focus on student learning. • Students do not have access to the school's technological resources. • The district does not have a policy that ensures all students have equal access to a common academic core.

- 287 -

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
5.1c **The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.** **Examples of Supporting Evidence:** • Records of/procedures for referrals to health and social services • Textbook/instructional resources purchasing plans • Staff, student and community member interviews • Individual Education Plans/Academic Improvement Plans • School/district budgets • Technology plans • ACSIP • Comprehensive district improvement plan • Individual Graduation Plans	Meets criteria for a rating of "3" on this indicator plus: • Community and business partners collaborate with school staff members to provide active learning opportunities (e.g., in-school banks, book stores) for students. • Health and social services are seamlessly integrated into a fully functioning comprehensive student services program. • School leadership recruits and trains family and community volunteers to participate in student assistance teams that provide support for students experiencing learning problems. • Multiple private and public resources (e.g., scholarship opportunities, medical services) are integrated and leveraged to enhance the implementation of specific actions to reduce barriers to student learning. • School staff members and community members establish a collegial support/coaching network and feedback loop to ensure that respect for cultural differences is embedded into classroom instruction. • Short-term flexible staff and/or student groupings are integrated into the school's instructional practices in order to meet the learning needs of all students and reduce barriers to learning. • The district makes reducing all barriers to learning a priority when allocating resources, seeks additional avenues of funding and ensures that the resources are used effectively.	• A variety of instructional materials and resources that promote active learning are integrated into the curriculum, and staff members have had appropriate implementation training, which is ongoing and informed by research. • School leadership has developed and implemented procedures to refer students for health and social services. The procedures are clearly communicated to students, staff members and families. • School leadership has established procedures to identify and implement support programs for students who experience learning problems. Training on student identification and program implementation is provided to all staff members. • The school collaborates with community agencies in planning and implementing specific actions to reduce barriers to student learning. • School leadership ensures that all teachers have professional development on the impact of cultural differences on learning. • School staff members incorporate differentiated instructional strategies (based on learning styles, developmental stages and skill levels) into classroom practice to meet student needs and reduce barriers to learning. • The district allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively.	• Instructional materials and resources that promote active learning are available. However, staff members have not received appropriate training, or the materials and resources are not used. • School leadership has developed procedures to refer students for health services, but the procedures are either not consistently implemented or not clearly communicated to students, staff members and families. • School leadership has established procedures to identify students who experience learning problems, but specific support programs are not always implemented. • The school works with community agencies to provide assistance for students, but the resulting programs are not always focused on reducing barriers to student learning. • School leadership occasionally provides professional development on the impact of cultural differences on learning. • Some school staff members use differentiated instructional strategies to meet student needs. • The district allocates sufficient financial resources for reducing barriers to learning, but the resources are not always used effectively.	• Instructional materials and resources that promote active learning are not available. • School leadership has no formal procedures to refer students for health and social services. • School leadership has not established procedures to identify students who experience learning problems. • The school does not work with community agencies to reduce barriers to student learning. • School leadership does not provide professional development on the impact of cultural differences on learning. • School staff members do not use differentiated instructional strategies to meet student needs. • The district does not allocate sufficient financial resources to reduce barriers to learning.

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
5.1d **Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.** **Examples of Supporting Evidence:** • Supplemental or Remediation program overview/referrals/documentation • Supplemental or Remediation assessment data • Schedule for extra curricular programs • List of extra curricular offerings • Staff, parent, student and community member interviews • Observations of support programs • School budget • Support program/services documentation • Transportation plan • Local board of education policies • Individual Education Plans/504 Plans/Academic Improvement Plans • Individual Graduation Plans • Master schedule	Meets criteria for a rating of "3" on this indicator plus: • District and school staff members collaborate with outside agencies to identify and implement innovative approaches to provide students with assistance beyond the classroom. • Classroom and supplemental or remediation instructional time is seamlessly integrated to maximize the impact on student achievement. • Stakeholders and students assist in the development and implementation of extended learning opportunities (e.g., service learning, 21st Century Community Learning Centers). • School staff members participate in an ongoing dialogue with community agencies and institutions of higher education to form a collaborative network of services supporting the learning needs of students. • Schools collaborate to ensure a seamless network of support programs and services across the district to provide a total service delivery system supporting student achievement • Schools collaborate to coordinate extra curricular programs district-wide. • Service learning opportunities are fully integrated into the educational program of all students.	• Students requiring additional assistance beyond initial classroom instruction are provided with a variety of opportunities to receive assistance. • Supplemental or remediation instructional time is effectively used to support student achievement. • Classroom teachers collaborate with supplemental or remediation teachers to meet student needs and to close achievement gaps across subpopulations. • Support programs and services (e.g., Title I, supplemental or remediation programs, exceptional children services) are evaluated, modified and/or expanded regularly to meet the needs of participating students. • There is collaboration and coordination among support programs and services (e.g., Title I, supplemental or remediation programs, school guidance programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement. • Extracurricular programs support student learning, and all students have equitable access to the programs. • The school and community partners collaborate to provide all students with opportunities for service learning.	• Limited opportunities are provided for students to receive additional assistance beyond initial classroom instruction. • Supplemental or remediation instructional time is intended to support student achievement, but the activities are either not appropriately implemented or have limited effectiveness. • Classroom teachers seldom collaborate with supplemental or remediation teachers to meet student needs and to close achievement gaps across subpopulations. • Support programs are evaluated but seldom modified or expanded to meet the needs of students. • There is limited collaboration among support programs and services to eliminate gaps and overlaps in delivery of services supporting student achievement. • Extracurricular programs support student learning, but not all students have equitable access to the programs. • The school provides opportunities for service learning, but the opportunities are not available to all students.	• Students do not have opportunities to receive additional assistance beyond initial classroom instruction. • Supplemental or remediation instructional time is not used to support student achievement. • Classroom teachers do not collaborate with supplemental or remediation teachers. • Support programs are neither evaluated nor modified to meet the needs of students. • Support programs and services operate in isolation to deliver services to students. • Extracurricular programs do not support student learning, or there are no extracurricular programs. • The school does not provide students with opportunities for service learning.

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
5.1e **The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.** **Examples of Supporting Evidence:** • Staff, parent/family member and student interviews • Transcripts • Individual Graduation Plans • Student academic records • Technology plan • Policies and procedures on access to student records • Immigration and Naturalization Service forms • Student grade reports • Cumulative folders system/policies • State assessment parent reports • Student working folders/portfolios • NORMES reports • Primary Level reports • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) • Intensive Reading Intervention (IRI) • IEP Portfolios • Academic Improvement Plans (AIP)	Meets criteria for a rating of "3" on this indicator plus: • Students are proactively involved in the development and maintenance of an academic profile that enhances and extends the cumulative student records. • Artifacts that document student performance are maintained in a venue that allows them to be a complement to cumulative student records. • Cumulative student records are maintained in a secure interactive electronic environment that allows access by students and, when appropriate, parents/guardians. • Extensive state-of-the-art technology resources facilitate and enhance data management practices at the school, classroom and individual student levels.	• The school maintains cumulative student records that provide a profile of each student's academic and educational development. • Relevant, current and accurate data from multiple sources are included in cumulative student records. • Cumulative student records are well organized and appropriately controlled. Information is readily available to designated staff members. • Sufficient technology resources provide support for sustaining an accurate student record system and efficient data management practices at the school, classroom and individual student levels.	• The school maintains student records, but the focus is not on the student's academic and educational development. • Data from limited sources are included in student records. Some data is either not current or not relevant. • Cumulative student records are organized and generally available to staff members but not appropriately controlled. • Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the school classroom/individual student levels.	• Student records maintained by the school contain only classroom grades. • Data in student records is outdated, irrelevant/inaccurate. • Student records are not organized and/or access to the records is not controlled. • Technology resources do not provide support for sustaining an accurate student record system and efficient data management practices.

-290-

LEARNING ENVIRONMENT STANDARD 6 – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1 Professional Development **6.1a** **There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.** **Examples of Supporting Evidence:** • ACSIP • Professional development evaluation • List of professional development offerings • Staff member interviews • Needs assessment data • Individual professional growth plans	Meets criteria for a rating of "3" on this indicator plus: • Long-term professional development planning leads to professional growth embedded in a change process that improves the structure and culture of the school as an organization. • Professional development opportunities are expanded to include formal and informal experiences (e.g., internships, aspiring principal networks, curriculum resource teachers) for teacher leaders to participate in leadership responsibilities. • School leaders collaborate across the district to create an extended learning community that encourages and supports district staff members and stakeholders to evolve into multi-school instructional teams.	• The school does long-term planning for continuous support of professional growth needs. Professional development is viewed as a change process that occurs over time. • Professional development opportunities are offered that support the enhancement of leadership abilities (e.g., collaboration, problem-solving consensus building) for all staff members and other appropriate stakeholders. • The learning community encourages and provides support to all staff members and stakeholders to be life-long learners.	• Professional development planning is done on an annual basis. Professional development is not viewed as a change process that occurs over time. • Professional development opportunities are offered that support the enhancement of leadership abilities for some members of the staff (e.g., administrators only). • The learning community encourages only some teachers or administrators to be life-long learners.	• The school does not do long-term planning for professional development. • Professional development does not support leadership development. • Teachers and administrators are not encouraged to be life-long learners.

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
6.1b **The school has an intentional plan for building instructional capacity through on-going professional development.** **Examples of Supporting Evidence:** • ACSIP • Professional development evaluation • List of professional development offerings • Staff member interviews • Local board of education policies • Individual professional growth plans • Professional development committee meeting agenda/minutes • Study groups/learning teams • Perception surveys	Meets criteria for a rating of "3" on this indicator plus: • The formal process for identifying professional development needs specifically evaluates and addresses the true impediments to student learning. • School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement and includes short- and long-term checkpoints to monitor the effectiveness of the planning. Ongoing activities and follow-up (e.g., study groups, action research) are emphasized. • Schools initiate a formal process and collaborate to analyze information on student achievement to determine the short- and long-term professional development needs of all stakeholders across the district.	• The district/school has developed and implemented a formal process to identify professional development needs for all staff members. • School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement. • School staff members and the district analyze information on student achievement to help schools determine the short- and long-term professional development needs of instructional staff members and administrators.	• The district has identified professional development needs for staff members but there is no formal process to do so. • School professional development planning is not balanced between consideration of the identified professional needs of individual staff members and the school-wide focus for improvement. • The school conducts a limited analysis of information on student achievement to help schools determine the short- and long-term professional development needs of teachers.	• The district has not identified professional development needs of the staff. • The school professional development planning does not consider both individual and school-wide needs. • The school does not analyze information on student achievement to help schools determine the short- and long-term professional development needs of teachers.

-282-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
6.1c **Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.** **Examples of Supporting Evidence:** • ACSIP • Professional development committee meeting agenda and minutes • Individual professional growth plans • Staff member interviews • Self-assessment data • Needs assessment data • Arkansas School Performance Report	Meets criteria for a rating of "3" on this indicator plus: • The process for determining professional development opportunities specifically identifies the true impediments to student learning and strategies for meeting the unique learning needs of the students. • Professional development opportunities are aligned with the school's learning goals for students, the individual professional growth plans of staff members and the ACSIP. Professional development opportunities are focused directly on the root causes of achievement gaps.	• Professional development opportunities are determined based on the results of analysis of student achievement data and formal personnel evaluations. • Professional development opportunities are aligned with the school's learning goals for students, the individual professional growth plans of staff members and the ACSIP.	• The professional development needs of individual staff members have been primarily identified through the evaluation process. • Professional development opportunities are related to the school's learning goals for students, but do not necessarily reflect the individual professional growth plans of staff members or the ACSIP.	• The professional development needs of individual staff members have not been clearly identified. • Professional development opportunities do not relate to the school's learning goals for students and/or the ACSIP.

-293-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
6.1d **Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.** **Examples of Supporting Evidence:** • ACSIP • List of professional development offerings • Classroom walkthrough observations • Staff member interviews • Needs assessment data • Perception surveys	Meets criteria for a rating of "3" on this indicator plus: • Longitudinal comparisons of the collected data are studied to identify emerging trends and priorities for school professional development. • Schools collaborate to form a district-wide professional learning community that provides high quality professional development, collegial support and job-embedded coaching to ensure teacher efficacy and enhanced professional practice that is observable in the classroom. • Participants use knowledge gained through content area professional development to coach and mentor colleagues, providing practical support and encouragement for classroom-focused improvement.	• A formal process (e.g., annual survey, needs assessment, development of individual professional growth plans) is used to determine priorities for school professional development. • Professional development is of high quality, is focused on enhanced professional practice and is aligned with academic expectations and student learning goals. • Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning.	• A survey is conducted but there is no formal process to determine priorities for school professional development. • Professional development is traditional and is either not focused on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals. • Staff members participate in professional development that may update their content knowledge but the acquired knowledge is not used to improve student learning.	• An annual survey of professional development needs is not done. • Professional development offerings are random and are not connected to the enhancement of professional practice, academic expectations or student learning goals. • Few staff members participate in professional development that updates their content knowledge.

-458-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
6.1e **Professional development is on-going and job-embedded.** **Examples of Supporting Evidence:** • ACSIP • List of professional development offerings • Staff member interviews • School calendar • Master schedule • Individual professional growth plans • Study groups/learning teams • Action Research	Meets criteria for a rating of "3" on this indicator plus: • By policy and practice, professional development is sustained, continuous and the shared responsibility of all staff members.	• Professional development emphasizes a process for sustained and continuous growth through job-embedded opportunities.	• Professional development is ongoing, but there is either limited emphasis on sustained and continuous growth or the professional development is not job-embedded.	• Professional development has no emphasis on continuous growth.
	• Professional development (structured as an inquiry into curriculum, instruction and assessment) will provide synergy and result in initiatives that have greater student impact.	• Job-embedded professional development provides time for colleagues to reflect, discuss and process new learning.	• Job-embedded professional development occasionally provides time for reflection.	• Professional development does not provide time for reflection.
	• Staff members establish small-group work teams to provide professional development follow-up by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching.	• Professional development is evaluated systematically to determine implementation and impact.	• Professional development is not evaluated systematically to determine implementation and impact.	• Professional development is not evaluated.
		• Follow-up to professional development is consistent and intentional and is a priority.	• Follow-up to professional development is inconsistent or unintentional.	• Follow-up to professional development is not provided.
	• School staff members engage in action research in their classrooms that is centered on experimental and innovative approaches to professional development.	• The school includes the use of nontraditional avenues (e.g., on line professional development opportunities, Arkansas Educational Television Network to provide and/or embed professional development.	• The school makes limited use of nontraditional avenues to provide professional development.	• The school does not use nontraditional avenues to provide professional development.

-295-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
6.1f **Professional development planning shows a direct connection to an analysis of student achievement data.** **Examples of Supporting Evidence:** • ACSIP • Student data analysis summaries/reports • List of professional development offerings • Staff member interviews • Student performance level descriptions • NORMES Reports	Meets criteria for a rating of "3" on this indicator plus: • The district collaborates with institutions of higher education and other research organization entities to provide any necessary professional development opportunities on the analysis of data and student work.	• Ongoing professional development opportunities are provided as necessary on the analysis of assessment data and student work.	• Professional development opportunities are provided as necessary on the analysis of assessment data and student work, but the professional development is not ongoing.	• Needed professional development on analysis of assessment data and student work is not provided.
	• Sets of longitudinal data are analyzed to identify emerging trends for professional development planning.	• Multiple sources of data are analyzed for professional development planning purposes.	• Sources of data are analyzed, but the results of the analysis are not directly connected to professional development planning.	• The results of analysis of data are not used to inform professional development planning.
	• Long-term job-embedded professional development opportunities address the learning needs of students identified through analysis of assessment data and student work, focus directly on the root causes of achievement gaps and fuel the school's capacity to serve all students.	• Multiple ongoing professional development opportunities address the learning needs of students identified through analysis of assessment data and student work including the needs of subpopulations with demonstrated achievement gaps.	• Professional development does not always address the learning needs of all students.	• Professional development does not address student-learning needs.

- 296 -

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
6.2 Professional Growth and Evaluation **6.2a The school/district provides a clearly defined evaluation process.** **Examples of Supporting Evidence:** • Local board of education policy, procedures and meeting minutes • Evaluation process documents • Documentation of development, review and revision of evaluation process • Staff member interviews • District evaluation committee roster	Meets criteria for a rating of "3" on this indicator plus: • The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that surpasses state requirements. • The evaluation of licensed personnel is focused on the student learning goals of the ACSIP, the individual growth needs of staff members and the projected long-term needs of the school and district. • Staff members regularly participate in reviews of the evaluation process including discussions and reflections that provide an impetus for individual professional growth.	• The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that meet state requirements. • The evaluation of licensed personnel is focused on the student learning goals of the ACSIP and the individual growth needs of staff members. • All staff participates annually in a meeting in which the evaluation process is explained and discussed.	• The local board of education has adopted policy/procedures regarding the evaluation of personnel, but the policies are not fully implemented by school leadership. • The evaluation of licensed personnel is focused on the student learning goals of the ACSIP or the individual growth needs of staff members but not both. • Copies of the evaluation plan are distributed to licensed personnel, but no opportunity for explanation and discussion is provided within the required timeframe.	• The local board of education does not have policy and/or procedures regarding the evaluation of personnel. • The evaluation process is focused on neither the student learning goals of the ACSIP nor the individual growth needs of staff members. • Licensed staff members are not annually informed of the evaluation process.

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
6.2b **Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.** **Examples of Supporting Evidence:** • ACSIP • School budgets • Staff member interviews • Individual Professional Growth Plans • Professional Development Fund records • Local board of education policies and procedures	Meets criteria for a rating of "3" on this indicator plus: • Schools collaborate to obtain all possible funding from outside sources and to maximize the impact of that funding on professional development. • The local board of education evaluates the adopted policy and modifies the policy as necessary to ensure professional development activities are focused on identified needs. Implementation of procedures is monitored to ensure that professional development resources are appropriately and equitably allocated among all staff members.	• Available fiscal resources are maximized to provide support for professional growth and development using state professional development allocations and other funding sources (e.g., local, state, federal, private). • The local board of education adopts policy and school leadership implements procedures to ensure the appropriate (i.e., based on the identified needs of individual staff members) and equitable allocation of professional development resources (e.g., funds, substitute teachers, professional training programs, curriculum support staff) among all staff members.	• Available fiscal resources are not always maximized to provide support for professional growth. • The district has a professional development policy, but the policy does not necessarily ensure the appropriate and equitable allocation of professional development resources.	• Available fiscal resources are not used to support professional growth. • Professional development resources are not appropriately and/or equitably allocated.

-248-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
6.2c **The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.** **Examples of Supporting Evidence:** • ACSIP • Individual professional growth plans • Evaluation forms • Licensed staff member interviews • District evaluation process documentation • Local board of education policies • Local board of education meeting minutes • Lesson plans/units of study • Teacher portfolios	Meets criteria for a rating of "3" on this indicator plus: • The evaluation of licensed personnel and individual professional growth plans correlate with the instructional needs of students, the professional needs of all staff members and the projected long-term needs of the school and district. • Individual professional growth plans are directly aligned with the ACSIP. • Individual professional growth plans are intentionally used to encourage and support the aspirations of potential school leaders. • Evaluation is viewed as an integral part of the work of the school encompassing individual professional growth and establishing a self-renewing learning organization.	• The evaluation of licensed employees and individual professional growth plans correlate with the instructional needs of students and the professional needs of all staff members as reflected in the ACSIP. • Individual professional growth plans are collaboratively developed by leadership and staff members and are based on professional needs identified through the licensed evaluation process. • Individual professional growth plans foster purposeful reflection and refinement of professional practice. • Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to staff proficiency.	• The evaluation of licensed employees and individual professional growth plans do not always tightly correlate with the instructional needs of students and the professional needs of all staff members as reflected in the ACSIP. • Individual professional growth plans are developed without collaboration and/or intentional connection to the results of the licensed evaluation process. • Individual professional growth plans foster reflection but do not impact professional practice. • The evaluation process is viewed as part of individual staff growth but is not valued as a route to proficiency.	• The evaluation of licensed employees and individual professional growth plans do not reflect the instructional needs of students and the professional needs of all staff members. • Not all licensed employees have individual professional growth plans. • Individual professional growth plans do not foster reflection or refinement of professional practice. • Employees view evaluation only as an employment requirement.

-299-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
6.2d **Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.** **Examples of Supporting Evidence:** • Personnel evaluation process/forms • Documentation of the district's implementation of the personnel evaluation system • State statute/regulation • Staff member interviews • Teacher portfolios • Individual professional growth plans • Local board of education policies and procedures	Meets criteria for a rating of "3" on this indicator plus: • Personnel evaluations exceed the requirements of state statute and regulations. Growth plans and summative evaluations are completed annually for all staff; multiple forms of documentation (e.g., portfolios, peer review, product or performance tasks/activities) of performance effectiveness are used. • The personnel evaluation system includes a peer review/coaching component.	• Personnel evaluations meet the requirements of state statute and regulation and are fairly and consistently administered. • School administrators implement a personnel evaluation system that requires multiple observations of staff providing opportunities for coaching and feedback to improve effective teaching practices and improve student achievement.	• Personnel evaluations meet the requirements of state statute and regulation, but they are not always fairly and consistently administered. • School administrators implement a personnel evaluation system that includes observation and feedback but has limited impact on student achievement and teaching practices.	• Personnel evaluations do not meet the requirements of state statute and regulation. • School administrators do not implement the personnel evaluation system.

-300-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
6.2e **The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.** **Examples of Supporting Evidence:** • ACSIP • Individual professional growth plans • District and school budgets	Meets criteria for a rating of "3" on this indicator plus: • The ACSIP incorporates goals, objectives and activities congruent with new and innovative approaches to improve instructional leadership. • School leadership collaborates with the Arkansas Department of Education, education service cooperatives, and other districts to design and/or obtain professional development that addresses both the needs of individual school administrators and the requirements of the Rules Governing Professional Development.	• The ACSIP is based on analysis of multiple forms of data, identifies instructional leadership needs and includes an action plan and available resources to address those needs. • School administrators collaborate with district personnel to select professional development that addresses both the needs of individual school administrators and the requirements of the Rules Governing Professional Development.	• The ACSIP is based on analysis of data and has an action plan to address instructional leadership needs. • School administrators select professional development that fulfills the requirements of the Rules Governing Professional Development but do not intentionally address the needs of individual school administrators.	• The ACSIP does not address instructional leadership needs. • Professional development selected by school administrators does not fulfill the minimum requirements of the Rules Governing Professional Development.

-301-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
6.2f **Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.** **Examples of Supporting Evidence:** • ACSIP • List of professional development offerings • Teacher and administrator interviews • Samples of teacher evaluations • Individual professional growth plans • Mentoring plans	Meets criteria for a rating of "3" on this indicator plus: • The development of individual professional growth plans of teachers includes a peer review/coaching component. • School leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and practice as an integral part of the evaluation process. • The district evaluation process shows a clear connection between student and teacher performance and individual professional growth plans; cognitive coaching is embedded in the daily work of all teachers.	• The individual professional growth plans of teachers are an integral part of the evaluation process and are collaboratively developed by administrators and teachers. • School leadership provides regular meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior. • Teachers are provided with follow-up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and higher student achievement.	• The individual professional growth plans of teachers are part of the evaluation process but are not collaboratively developed. • School leadership provides limited feedback to teachers. • Teachers are provided with some follow up and support but not to a level that will ensure improved instructional practice and higher student achievement.	• The individual professional growth plans of teachers are not directly linked to formal evaluation. • School leadership does not provide feedback to teachers. • Teachers are not provided follow up and support.

-302-

EFFICIENCY STANDARD 7 – LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1 Leadership	Meets criteria for a rating of "3" on this indicator plus:			
7.1a Leadership has developed and sustained a shared vision.	• The vision of the school is developed in conjunction with the vision of the district and the other schools of the district.	• School leadership involves representatives of the school community's stakeholder role groups in a collaborative process to develop the school's vision and the mission and belief statements.	• School leadership receives input from school staff members to develop the school's vision and/or the mission and belief statements.	• School leadership does not have vision, mission or belief statements.
Examples of Supporting Evidence: • Displays of the vision, mission and belief statements • ACSIP • Meeting announcements, agenda and minutes • Teacher/student/parent handbooks • Staff member, student, parent/family member and community member interviews • Brochures/pamphlets • Web sites • Press releases	• Representatives of all stakeholder groups establish a communications team to share the mission and belief statements throughout the school community.	• School leadership communicates the mission and belief statements to all stakeholders of the school community.	• School leadership distributes the mission and belief statements to the school staff.	• School leadership does not communicate the mission and belief statements.
	• School leadership establishes a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements.	• School leadership continuously reinforces and supports the mission and belief statements of the school and uses them to guide decision-making.	• School leadership reinforces the mission and belief statements but does not always use them to guide decisions.	• School leadership neither reinforces the mission and belief statements nor uses them to guide decision-making.
	• School leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives.	• School leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs.	• School leadership does not always use the mission and belief statements as a foundation when designing instructional programs.	• School leadership does not refer to the mission and belief statements when designing instructional programs.
	• School leadership establishes a feedback loop to ensure that the mission and belief statements are revised as necessary and that strategies are appropriately modified to maintain momentum toward accomplishment of the mission.	• School leadership provides updates to all stakeholders on the progress toward accomplishing the mission.	• School leadership provides updates to school staff members on the progress toward accomplishing the mission and belief statements.	• School leadership does not provide updates on the progress toward accomplishing the mission and belief statements.

-303-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
7.1b **Leadership decisions are focused on student academic performance and are data-driven and collaborative.** **Examples of Supporting Evidence:** • Data analysis documentation • Meeting agenda and minutes • Perception surveys • School Report Card • NORMES reports	Meets criteria for a rating of "3" on this indicator plus: • School leadership collaborates with district and community stakeholders to analyze student performance data and information from multiple sources and establishes a feedback loop to inform programmatic and academic decisions.	• School leadership, in collaboration with the staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.	• School leadership analyzes state assessment data and sometimes uses the results of that analysis to inform academic decisions.	• School leadership does not analyze assessment data to inform academic decisions.

-304-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
7.1c **There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.** **Examples of Supporting Evidence:** • Individual professional growth plans for administrators • Documentation of development, review, and revision of administrators' individual professional growth plans • Needs assessment data • Leadership self-assessments • Administrator interviews • ACSIP • List of professional development offerings • Professional portfolios • Rules and Regulations for Professional Development	Meets criteria for a rating of "3" on this indicator plus: • The individual professional growth plan of each administrator focuses on effective leadership skills that sustain a balance between strong support of student achievement and effective organizational management. • The administrators of all schools in the district collaborate to develop common goals for individual professional growth plans that support the improvement plans of the district and all the schools. • The administrators of all schools in the district establish a collaborative coaching/mentoring network to provide follow-up and support to each administrator for the effective implementation of the individual professional growth plan and enhancement of leadership skills.	• The individual professional growth plan of each administrator focuses on effective leadership skills designed to support teaching and learning and promote student achievement. • The individual professional growth plan of each administrator is designed and implemented in collaboration with the evaluator and addresses professional needs based on district developed and state approved leadership standards, as well as goals identified in the ACSIP. • The individual professional growth plan of each administrator is fully implemented, reviewed regularly and revised as needed.	• Each administrator has an individual professional growth plan, but not all of the plans have a focus on leadership skills designed to support teaching and learning and promote student achievement. • Each administrator unilaterally designs an individual professional growth plan or not all of the individual professional growth plans are based on district developed and state approved standards and congruent with the improvement goals of the school. • The individual professional growth plans of administrators are not always fully implemented or reviewed for possible modification.	• Not all administrators have an individual professional growth plan. • The individual professional growth plans of administrators are not based on district developed and state approved standards and lack congruency with the improvement goals of the school. • The individual professional growth plans of administrators are not implemented.

-305-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
7.1d **There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.** **Examples of Supporting Evidence:** • Data analysis summaries/reports • Staff meeting agenda and minutes • ACSIP • Staff member interviews • School Report Card • NORMES Reports	Meets criteria for a rating of "3" on this indicator plus: • The results of analysis of disaggregated data are validated against educational research to identify goals and needs for the ACSIP. • School leadership compares the academic achievement of population subgroups of the school with the academic achievement of comparable population subgroups in similar and high performing schools to inform decision-making to meet the needs of the school's diverse population. • The district reviews the disaggregated data and determines targets and timelines for reducing gaps and assists the school with implementation.	• Analysis of disaggregated data is an integral part of the school's improvement planning process and is used to identify goals and need. • School leadership analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children) to inform decision-making to meet the needs of the school's diverse population. • The district reviews the disaggregated data and makes recommendations regarding targets and timelines for reducing gaps.	• Analysis of disaggregated data is considered during the school's improvement planning process but is not intentionally used to identify goals and needs. • School leadership analyzes data comparing academic achievement of population subgroups but does not use the results of data analysis to inform decision-making. • The district reviews the disaggregated data but does not always identify/approve targets and timelines for reducing gaps.	• Analysis of disaggregated data is not considered during the school's improvement planning process. • School leadership does not analyze data comparing academic achievement of population subgroups. • The district does not review the disaggregated data.

-306-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
7.1e **Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.** **Examples of Supporting Evidence:** • Documentation of professional development days/release time • Staff member interviews • Units of study/lesson plans • ACSIP • Professional curriculum resources • Curriculum map • School budget	Meets criteria for a rating of "3" on this indicator plus: • School leadership ensures that Arkansas' curriculum documents, other curricular materials and data resources are readily available to and used by school staff members in an on-line environment. • School leadership provides opportunities for staff members to participate in external curriculum development experiences (e.g., national conferences, state-wide workshops). • School leadership provides research-informed resources and incentives to the leadership team to enable them to initiate and sustain capacity-building efforts centered around standards-based curriculum materials in support of Arkansas' student learning expectations.	• School leadership ensures that staff members have access to and are trained in the use of Arkansas' curriculum documents, other curriculum-related materials and data resources. • School leadership shares and discusses curriculum information from internal and external professional sources (e.g., district office, Arkansas Department of Education, national sources) with staff members. • School leadership establishes and supports a leadership team within the school in order to build internal training capacity on Arkansas' standards-based curriculum materials.	• School leadership has provided staff members with access to Arkansas' curriculum documents but has provided limited training on ways to use the documents. • School leadership occasionally shares curriculum information from internal and/or external professional sources with staff members. • School leadership assigns staff members to a school leadership team but does not provide the support necessary to build capacity.	• School leadership does not provide staff members with access to Arkansas' curriculum documents. • School leadership does not share curriculum information with staff members. • School leadership neither assigns nor establishes leadership teams.

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
7.1f **Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.** **Examples of Supporting Evidence:** • Staff and master schedules • Staff meeting agenda and minutes • Classroom walkthrough observations • Staff member and student interviews • Local board of education policy • Staff/student handbooks • Extended school services schedule	Meets criteria for a rating of "3" on this indicator plus: • School leadership and all other staff members collaborate to design the necessary structure and support that allows time to be a resource to provide quality instruction and maximize student learning. • School leadership and other stakeholders collaborate to implement and practice the procedures to minimize disruptions to instructional time including the additional time and assistance provided outside mandated school hours.	• School leadership provides the necessary structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning. • School leadership has policy and fully implements procedures to minimize disruptions of instructional time.	• School leadership provides limited structure and support for staff members to use time as a resource to provide quality instruction and impact student learning. • School leadership has policy and develops procedures to minimize disruptions of instructional time, but the policies/procedures are not fully implemented.	• School leadership does not provide structure or support for staff members to use time as a resource. • There are no policies or procedures to protect instructional time.

-308-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
7.1g **Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.**	Meets criteria for a rating of "3" on this indicator plus: • School leadership secures additional resources and/or reallocates funds to support the vision, mission and strategic priorities of the school.	• Allocation of resources (e.g., fiscal, human, physical, time) by school leadership is equitable; consistent with the vision, mission and strategic priorities of the school and focused on student learning.	• Allocation of resources (fiscal, human, physical, time) is not always consistent with the vision, mission and strategic priorities of the school or may not focus on student learning.	• Allocation of resources is capricious and is not focused on student learning.
Examples of Supporting Evidence: • ACSIP • Local board of education meetings, agenda, and minutes • School/district budgets • Staff member, parent and student interviews • Building inspection records • Maintenance reports • Work orders • Vision statement • Mission statement • Safe Schools Report	• Effective and efficient uses of sufficient resources support the learning goals of the school. • Leadership of all the schools of the district establishes a network to monitor and modify the instructional programs, organizational practices and physical facilities of the schools across the district. The network provides an opportunity for "shared learnings" and collaboration that maximizes the impact of resources in these areas.	• Resource allocation is sufficient to support the learning goals of the school, and leadership demonstrates sound fiduciary responsibility. • School leadership monitors and modifies the instructional programs, organizational practices and physical facilities of the school, as needed, to sustain continuous school improvement.	• Resource allocation is sufficient to support the learning goals of the school, but leadership does not demonstrate fiduciary responsibility. • School leadership monitors the instructional programs, organizational practices and physical facilities of the school but does not always make appropriate modifications to sustain continuous school improvement.	• Resource allocation is not sufficient to support the learning goals of the school. • School leadership does not monitor the instructional programs, organizational practices and physical facilities of the school.

-309-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
7.1h **The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.** **Examples of Supporting Evidence:** • Local board of education policies and procedures • Building inspection reports • Maintenance reports • Staff member, parent/family member, and student interviews • School budgets • Facility plan • School Report Card • District Report Card • Perception surveys	Meets criteria for a rating of "3" on this indicator plus: • The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that a supportive, safe, healthy, orderly and equitable learning and working environment is maintained for both students and staff members. • School leadership collaborates with community stakeholders to obtain additional funding to provide extraordinary facilities and equipment to enhance the learning environment.	• The local board of education establishes policy and school leadership implements procedures that maintain a supportive, safe, healthy, orderly and equitable learning and working environment for both students and staff members. • School leadership ensures that resources are allocated to provide quality facilities and equipment to support a safe and effective learning environment.	• The local board of education establishes policy and school leadership develops procedures that provide a supportive, safe, healthy, orderly and equitable learning and working environment for students and staff members, but the policies and procedures are either not fully implemented or are not sustained. • School leadership allocates resources for facilities and equipment, but the focus is not on supporting the learning environment.	• There are no policies conducive to a supportive, safe, healthy, orderly and equitable learning and working environment. • School leadership does not allocate sufficient resources for facilities or equipment to support the learning environment.

- 310 -

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
7.1i **Leadership provides a process for the development and the implementation of district policy based on anticipated needs.** **Examples of Supporting Evidence:** • Local board of education policies and by-laws • Local board of education meetings' agendas and minutes • District staff, local board of education members, school staff members, and parent/family member interviews • Perception surveys	Meets criteria for a rating of "3" on this indicator plus: • The local board of education has led the committee in the development and implementation of appropriate policies impacting teaching and learning beyond those required by statute. • Local board of education policies are regularly distributed to the public as well as to all staff members and parent members of the school. • Local board of education, school leadership, staff members, and other stakeholders have an extensive knowledge of all local board of education policies and the relationship of those policies with "best practices" in education.	• The local board of education has led the committee in the development and implementation of policies. • Local board of education policies are regularly reviewed and revised as necessary to address anticipated needs. The policies are distributed to all stakeholders of the committee and are available to the public. • School leadership and staff members have a working knowledge of all existing local board of education policies and provide feedback to the local board of education concerning the impact of the policies on teaching and learning.	• The local board of education has adopted all policies required by statute, but not all policies are fully implemented. • Local board of education policies are reviewed but rarely revised. Policies are provided to stakeholders upon request. • School leadership and staff members have limited knowledge of existing local board of education policies or have limited opportunity to provide feedback to the local board of education concerning the impact of those policies.	• The local board of education has not adopted all policies required by statute. • Local board of education policies are neither reviewed nor readily available to stakeholders. • School leadership and staff members are not familiar with policies.

-311-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
7.1j **There is evidence that the local board of education and the school have an intentional focus on student academic performance.** **Examples of Supporting Evidence:** • Local board of education policies • ACSIP • Vision, mission and belief statements • Data analysis summaries/reports • Staff member and parent member interviews • NORMES reports	Meets criteria for a rating of "3" on this indicator plus: • The results of analysis of data are validated against educational research to guide the work of the school toward establishing priorities for student academic performance and closing gaps among subpopulations. • The local board of education and the school conducts periodic self-assessments to ensure that the implementation of priorities results in improved student academic performance.	• The school regularly analyzes student performance data to guide the work of the school toward establishing priorities for student academic performance and closing gaps among subpopulations. • The actions of the local board of education and the school are aligned with their priorities to improve student academic performance and are congruent with the school's vision, mission and beliefs.	• The school reviews student performance data but does not use the resulting information to focus on improving student academic performance. • The actions of the local board of education and the school are not always aligned with their priorities and/or congruent with the school's vision, mission and beliefs.	• The local board of education and the school do not review student performance data. • The actions of the local board of education and the school do not impact student academic performance.

-312-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
7.1k **There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.** **Examples of Supporting Evidence:** • Staff member, student and parent/family member interviews • Faculty meeting agenda/minutes/policies • Resource materials/professional library • Leadership self-assessments • Documentation of professional development days • Perception surveys	Meets criteria for a rating of "3" on this indicator plus: • The principal regularly consults with the district and ACSIP committee to ensure that district policy is being implemented. • The principal initiates opportunities to engage community stakeholders in conversations focused on student academic performance to generate the commitment needed to effect deep reform. • The principal inspires and provides opportunities for staff members to share ideas, research, instructional strategies and learning experiences and leads faculty meetings focused on intensive implementation of school improvement initiatives based on organizational needs. • The principal collaborates with teacher leaders to share the leadership responsibility of ensuring that effective and varied instructional strategies are routinely implemented in all classrooms. • The principal collaborates with district leadership to establish and maintain learning and working environments that foster sustained innovation by teachers and students. • The principal provides organizational direction and establishes distributed leadership in the school at such high levels that school improvement will be sustained and advanced in his/her absence.	• The principal consistently implements district policy as required by law. • The principal, as the instructional leader of the school, regularly engages staff members and students in conversations focused on student academic performance. • The principal demonstrates knowledge of Arkansas Academic Content Standards and provides assistance to staff members with their use by regularly focusing faculty meetings on improving student academic performance. • The principal conducts frequent informal and formal classroom observations and provides timely feedback to staff members on their instructional practice. • The principal leads and collaborates with staff members to sustain a supportive, safe, orderly, equitable and healthy learning environment for teachers and students. • The principal provides organizational direction, develops distributed leadership capacity and maximizes the use of resources in order to support high student and staff performances.	• The principal sometimes implements district policy as required by law, but the implementation is not consistent. • The principal occasionally engages staff members and students in discussions about student academic performance. • The principal sometimes focuses faculty meetings on improving student academic performance but provides limited assistance to staff members with the use of Arkansas' standards-based curriculum documents. • The principal does not conduct classroom observations except when necessary for formal teacher evaluations. • The principal works with staff members to create a supportive environment for teachers and students, but the effort is not sustained. • The principal provides minimal organizational direction but does not develop distributed leadership capacity and/or does not equitably use resources.	• The principal does not implement district policy as required by law. • The principal does not engage staff members and students in discussions about student academic performance. • The principal does not address improved student performance at faculty meetings. • The principal does not conduct classroom observations. • The principal does not create a supportive learning environment. • The principal does not demonstrate leadership skills in the area of efficiency.

EFFICIENCY STANDARD 8 – ORGANIZATIONAL STRUCTURE AND RESOURCES

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1 Organization of the School	Meets criteria for a rating of "3" on this indicator plus:			
8.1a **There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.**	• Resource management policies and procedures are routinely validated against the practices of high-performing and efficient organizations.	• Representatives of multiple stakeholder groups and staff members participate in the development of resource management policies and procedures that are clearly communicated, fully implemented, regularly reviewed and modified as needed.	• Resource management policies are in place, but policies are either not fully implemented or are not reviewed and modified as needed.	• There are no resource management policies.
Examples of Supporting Evidence: • Local board of education policies and procedures • ACSIP • Master schedule • School budgets (3 year history) • Staff members, local board of education members and community members interviews • Lesson plans/units of study • Curriculum documents • Schedules of events • Equipment inventory	• The local board of education has expanded the budget process to establish budget projections for anticipated needs.	• Representatives of multiple stakeholder groups and staff members collaborate to advise the local board of education in the development of a budget that allocates fiscal resources according to the identified needs of the school.	• The local board of education adopts a budget, but the allocation of fiscal resources may not support the identified needs of the school as reflected in the ACSIP.	• The local board of education does not adopt a budget or the allocation of fiscal resources does not support the identified needs of the school.
	• The local board of education effectively uses ad hoc committees to address rapidly emerging resource issues.	• Standing committees (e.g., textbook, technology, budget) to address the allocation of resources are appointed and are fully functional.	• Standing committees are appointed to address the allocation of resources, but they may not be active.	• There are no standing committees to address the allocation of resources.
	• Abundant resources are allocated to encourage high student and staff performance.	• The school equitably allocates resources (fiscal, human, physical, time) to encourage high student and staff performance.	• The school allocates resources, but either the allocation is not equitable or not focused on high student and staff performance.	• The school does not have a process to allocate resources.
	• The school systematically establishes partnerships with external entities (e.g., local or national) focused on a specific identified need of the school.	• The school has augmented its resources by taking advantage of external opportunities (e.g., local artists to teach students specialized skills, community or university library, surplus materials from local industries).	• The school occasionally takes advantage of external resources.	• The school does not take advantage of external resources.

-314-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
8.1b **The master class schedule reflects all students have access to all of the curriculum (Smart Core).** **Examples of Supporting Evidence:** • Master schedule • Individual student schedules • Student course requests • Individual Education Plans • Individual Graduation Plans • Local board of education policies • Staff member, student and parent/family member interviews • Arkansas Academic Content Standards • Arkansas Standards of Accreditation • ACTAAP	Meets criteria for a rating of "3" on this indicator plus: • The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equitable access to the curriculum. • Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • The master schedule provides opportunities for students to access course offerings beyond the curriculum of the school. The school has developed external partnerships, such as those with colleges and universities, to offer courses for credit/dual credit. • Creative scheduling and technological resources are combined to provide specialized/singleton courses to ensure that students have access to all courses.	• The local board of education has adopted policy and school leadership implements procedures requiring equitable access to the curriculum for all students. • Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • Sufficient course offerings are provided for all students to address the Arkansas Academic Content Standards and ACTAAP. • Specialized/singleton courses are intentionally scheduled to be non-concurrent and not in conflict with required offerings to ensure that students have access to all courses.	• The local board of education has adopted policy requiring equitable access to the curriculum for all students, but the policy has not been fully implemented. • Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space. • Course offerings are sufficient in some areas for students to address the Arkansas Academic Content Standards and ACTAAP. • Specialized/singleton courses are sometimes concurrently scheduled or are in conflict with required courses.	• The district does not have policy that addresses equitable access to the curriculum. • Students do not have equitable access to classes. • Course offerings are insufficient for students to address the Arkansas Academic Content Standards and ACTAAP. • Specialized/singleton courses are not offered.

315

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
8.1c **The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.** **Examples of Supporting Evidence:** • Local board of education policies • Master schedule • Staff member and student interviews • Teachers' licensed documentation • Building map/classroom assignments • Instructional assistants' schedules • Lesson plans/units of study • Committee meeting agenda/minutes • School Report Card • Highly qualified Reports • Perception surveys	Meets criteria for a rating of "3" on this indicator plus: • The local board of education revises its policy on staffing assignments based upon analysis of student performance data and emerging student needs.	• The local board of education adopts policy and school leadership implements procedures to ensure that staff assignments are made to address specific student needs based on analysis of student performance data.	• The local board of education adopts policy to ensure that staff assignments are made to address specific student needs based on analysis of student performance data but school leadership does not always implement procedures congruent with the policy.	• The local board of education does not have a policy on staff assignments or the policy does not require that staff assignments address student-learning needs.
	• School leadership recruits teachers with multiple licenses to allow more flexibility in staff assignments.	• All teachers are licensed to teach in their assigned areas and/or grade levels.	• All teachers are licensed to teach in their assigned areas or levels, but some teachers have emergency certification.	• Most teachers are licensed to teach in their assigned areas or levels.
	• School and district leadership collaborate to ensure that building design and/or renovation specifically facilitates resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas.	• Classroom assignments maximize opportunities for resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas.	• Classroom assignments may allow resource sharing, mentoring and collaboration among teachers and students, but these arrangements are generally not intentional.	• Classroom assignments are not conducive to resource sharing, mentoring or collaboration among teachers or students.
	• Instructional assistants are assigned and reassigned to optimize program implementation and to meet the learning needs of students.	• Instructional assistants are assigned to effectively implement programs and meet the learning needs of students.	• Instructional assistants are provided in some areas, but the numbers are not sufficient to meet needs.	• Instructional assistants are not assigned to meet specific learning needs of students.

-316-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
8.1d **There is evidence that the staff makes efficient use of instructional time to maximize student learning.** **Examples of Supporting Evidence:** • Local board of education policies • District and committee meeting agenda/minutes • Master schedule • Teacher schedules • Staff member and student interviews • Classroom walkthrough observations • Schedule of special events • Field trip records • Lesson plans/units of study • Curriculum maps • Professional library/resources	Meets criteria for a rating of "3" on this indicator plus: • The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that instructional time is protected to maximize student learning. • The school/district provides clerical and technological resources to teachers that enable them to more efficiently handle classroom management and organizational practices. • The school conducts ongoing research into effective instructional time practices and makes specific recommendations to the administration for adjustments to the school's schedule to maximize student learning. • Teachers collaborate on programs that occur during instructional time to ensure that the programs support instruction in multiple content areas.	• The local board of education has adopted policy and school leadership has implemented procedures to protect instructional time. • Classroom management and organizational practices are structured to ensure that instructional use of class time is maximized. • The staff adjusts the schedule (e.g., varying class length, allowing additional time for project development), as appropriate, based on instructional needs. • Programs that occur during instructional time (e.g., assembly programs, field trips) reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum.	• The local board of education has adopted policy to protect instructional time, but the procedures have not been fully implemented. • The classroom management and organizational practices of some teachers ensure that instructional use of class time is maximized. • Staff members occasionally adjust the schedule to address instructional needs. • Programs that occur during instructional time usually relate to general learning goals.	• The local board of education has not adopted policies to protect instructional time. • Classroom management and organizational practices are not structured to ensure that instructional use of class time is maximized. • Staff members do not adjust the schedule to address instructional needs. • Programs that occur during instructional time do not relate to the learning goals of students.

-317-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
8.1e **Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).** **Examples of Supporting Evidence:** • Master schedule • Staff member interviews • ACSIP • Lesson plans/units of study • School/district shared online folders/web pages • Professional library/resources • Meeting agenda, minutes and observations	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership collaborates to develop and implement a schedule that provides regular common team planning time by both content areas and grade levels.	• School leadership collaborates to develop and implement a schedule that provides regular common team planning time by content area and/or grade level.	• School leadership may collaborate to develop a schedule that provides regular common team planning time, but the schedule is not implemented as developed.	• School leadership does not collaborate to develop a schedule that provides common team planning time.
	• School leadership uses common team planning time to collaborate by both content area and grade level to focus classroom instruction on the goals and objectives of the ACSIP.	• School leadership uses common team planning time to collaborate by content area and/or grade level to focus classroom instruction on the goals and objectives of the ACSIP.	• School leadership uses common team planning time to collaborate, but efforts are not focused on the goals and objectives of the ACSIP.	• School leadership does not use common team planning time to collaborate.
	• School leadership collaborates with the staff members at other schools across the district to electronically share lesson plans and curriculum maps in order to more effectively address vertical transitions.	• School leadership posts lesson plans and curriculum maps in a shared on-line environment or other convenient venue to promote horizontal and vertical team planning.	• Some lesson plans are shared to promote horizontal and vertical team planning.	• Lesson plans are not shared to promote horizontal and vertical team planning.
	• School leadership from multiple schools collaborates to implement a district-wide, research-informed evaluation of team planning on student performance and make adjustments as necessary to achieve the goals and objectives of the ACSIP.	• School leadership evaluates the impact of the team planning on student performance and makes adjustments as necessary.	• School leadership informally discusses the impact of team planning on student performance, but adjustments are not always made.	• School leadership does not consider the impact of team planning on student performance.
	• Abundant resources are used to support teacher collaboration and team planning to meet the individual learning needs of students.	• Resources (time, space, people, money, materials) are used to support teacher collaboration and team planning to meet the individual learning needs of students.	• Resources are not always used to support teacher collaboration and team planning to meet student-learning needs.	• Resources are not used to support teacher collaboration and team planning.

-318-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
8.1f **The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.)** **Examples of Supporting Evidence:** • ACSIP • Supplemental or Remediation programs and procedures • Documentation of peer tutors, cooperative learning groups • Examples of student learning inventories • Master schedule • Classroom walkthrough observations • Mission and belief statements • Staff member and student interviews	Meets criteria for a rating of "3" on this indicator plus: • The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the missions of the school and the district. • Creative scheduling and technological resources are combined to meet the developmental needs and learning styles of students. • Staff members implement research-informed and innovative instructional strategies and time usage practices to promote successful student performance.	• The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the mission of the school. • The developmental needs and learning styles of students are given priority in arranging student schedules. • Staff members implement a variety of effective instructional strategies and provide extended time for learning to promote successful student performance.	• The stated intention of the design of the school's schedule is to maximize instructional time for staff members to provide quality instruction to accomplish the mission of the school, but the schedule more often accommodates the convenience of staff members. • The developmental needs and learning styles of students may be considered in arranging student schedules but are not made a priority. • Some staff members implement a variety of effective instructional strategies and/or provide expanded instructional opportunities for learning to promote successful student performance.	• Maximization of instructional time is not a consideration in the design of the school's schedule. • The developmental needs and learning styles of students are not considered in arranging student schedules. • Staff members use a single method of instruction and/or do not provide expanded instructional opportunities for learning.

-319-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	***3*** ***Fully functioning and operational level of development and implementation***	***2*** ***Limited development or partial implementation***	***1*** ***Little or no development and implementation***
8.2 Resource Allocation and Integration **8.2a** **The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.** **Examples of Supporting Evidence:** • Local board of education policies • School budget • Budgetary procedure manuals • School financial reports • District and school staff members, parent/family members, parent and student interviews • NSLA funds • Professional development funds • ALE funds • Other state and federal funds, e.g., Title I, II, etc.	Meets criteria for a rating of "3" on this indicator plus: • Representatives of multiple stakeholder groups (e.g., parents, teachers, community leaders, students) are involved in budget development. • District/school leadership has established a clearly defined process for supporting staff members in obtaining resources from external sources to augment school allocations. • Teachers have access to abundant resources to meet the identified needs of their students.	• The local board of education has adopted a clearly defined budget policy and school leadership has implemented budgetary procedures to allocate funds to meet the identified needs of students. • District/school leadership supports staff members in obtaining resources from external sources (e.g., grants, instructional materials) to augment school allocations. • Teachers have equitable access to fiscal resources to meet the identified needs of their students and are expected to participate in fiscal decision-making.	• The local board of education has a budget policy, but it is not clearly defined, or district/school leadership has not fully implemented budgetary procedures to allocate funds to meet the identified needs of students. • District/school leadership does not always support staff members in obtaining resources from external sources to augment school allocations. • Teachers may have equal access to fiscal resources, but those resources are not equitably distributed to meet the identified needs of students.	• The local board of education does not have a budget policy. • District/school leadership does not support staff members in their efforts to obtain resources from external sources. • Teachers do not have equal or equitable access to fiscal resources.

-320-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
8.2b **The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.** **Examples of Supporting Evidence:** • ACSIP • Local board of education policies • School budgets • Vision and mission statements • School procedures manual • School financial reports • Needs assessments data • District and school staff member, parent and other stakeholder's interviews	Meets criteria for a rating of "3" on this indicator plus: • Abundant discretionary funds support the vision and mission statements of the school and relate directly to student needs. • The local board of education has developed policies with input from staff members and other stakeholders. • The district/school implements a comprehensive, research-informed, needs assessment process for budget planning purposes. • The operational procedures for expenditure of discretionary funds are informed by organizational efficiency research.	• Expenditures of discretionary funds support the vision and mission statements of the school and relate directly to student needs identified from appropriate data. • The local board of education has adopted policy and school leadership has implemented operational procedures for distribution of discretionary funds. • The district/school conducts a needs assessment for budget planning purposes with all staff members and other stakeholders. • Established operational procedures are followed in the expenditure of discretionary funds and result in the funding of educational priorities related directly to student needs.	• Expenditures of discretionary funds may support the vision and mission statements of the school but the match of expenditures to identified student needs is not intentional. • The local board of education has adopted policy and school leadership has established procedures for distribution of discretionary funds, but the procedures are not always followed. • The district/school conducts a needs assessment for budget planning purposes, but the assessment is limited in scope and/or involves few people beyond the district/administration level. • Operational procedures may be in place for expenditures of discretionary funds but the procedures are not always followed.	• Expenditures of discretionary funds do not support the vision and mission statements of the school. • The local board of education does not have a policy on or school leadership has not established procedures for the distribution of discretionary funds. • The district/school does not conduct a needs assessment for budget planning purposes. • Expenditures of discretionary funds do not follow operational procedures.

-321-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
8.2c **District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.** **Examples of Supporting Evidence:** • ACSIP • Local board of education policies • District procedures manuals • School financial management procedures • School budgets • Documentation of grant awards • District staff member and school staff member's interviews	Meets criteria for a rating of "3" on this indicator plus: • Budget decisions are data-informed, intentional and aligned with the action components of the comprehensive school and district improvement plans. • Funds are integrated and expended in accordance with the comprehensive school and district improvement plans and requirements of grants. • School leadership engages representatives of all stakeholder groups in long-term financial planning to ensure that expenditures proactively meet the anticipated future needs of the school's students.	• Budget decisions are data-informed, intentional and aligned with the action components of the ACSIP. • Funds are expended in accordance with the ACSIP and requirements of grants. • Expenditures are monitored regularly and adjusted as necessary to meet changing student needs.	• Some budget decisions are aligned with the action components of the ACSIP, but they may not be intentional or informed by data. • Funds are not always expended in accordance with the ACSIP and requirements of grants. • Expenditures are not regularly monitored or adjusted to meet changing student needs.	• Budget decisions are not aligned with the action components of the ACSIP. • Funds are not expended in accordance with the ACSIP and requirements of grants. • Expenditures are not monitored or adjusted to meet changing student needs.

-322-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
8.2d **State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.** **Examples of Supporting Evidence:** • ACSIP • School budgets (3 year history) • Categorical program financial reports (3 year history) • District and school staff member's interviews • District meeting agendas and minutes	Meets criteria for a rating of "3" on this indicator plus: • All categorical funds are appropriately and effectively integrated with general funds to maximize support of identified student needs. • Categorical funds are expended to encourage research-informed and innovative program strategies to be implemented in the classroom to meet specific student needs. • School leadership engages representatives of all stakeholder groups in long-term financial planning to ensure that expenditures of revenue from multiple sources are leveraged to maximize student achievement.	• All categorical funds are allocated to support identified student needs. • The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs. • Revenue from multiple sources is consistently integrated to maximize student achievement.	• Categorical funds do not always support identified student needs. • The expenditure of categorical funds may be monitored but program strategies are not always revised based on the evaluation of specific student needs. • Revenue from various sources is not always integrated to maximize student achievement.	• Categorical funds are not used to support identified student needs. • The expenditure of categorical funds is not monitored. • Revenue from various sources is not integrated.

EFFICIENCY STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements, and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.1 Defining the School's Vision, Mission, Beliefs **9.1a** **There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.** **Examples of Supporting Evidence:** • Mission and belief statements • School improvement planning team's meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • ACSIP • Perception surveys	Meets criteria for a rating of "3" on this indicator plus: • During the development of the school's vision, mission, beliefs and goal statements, representatives of stakeholder groups confer with and obtain input from their constituent organizations. • Drafts of these statements were presented by teams composed of representatives of stakeholder groups at open meetings, and public comment was sought and considered prior to final adoption.	• Representatives of stakeholder groups reflecting the diversity of the school's learning community collaborate to draft and finalize the school's vision, mission, beliefs and goal statements. • Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption.	• A collaborative process is established that involves teachers and administrators in defining the school's vision, beliefs, mission and goals, but it provides a limited role for other stakeholders (e.g., students, parents, community members). • Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided.	• No effort is made to establish a collaborative process to define the school's vision, beliefs, mission and goals. • Drafts of these statements were not presented to the general public.

-324-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.2 Development of the Profile **9.2a** **There is evidence the school/district planning process involves collecting, managing and analyzing data.** **Examples of Supporting Evidence:** • District/sub-committee meetings • ACSIP • School improvement planning team's meeting agenda and minutes • School and district staff member, community member, parent/family member and school improvement planning team member interviews • Student work • School profile • School Report Card • Data analysis summaries/reports • Needs assessment data • NORMES reports • Perception surveys • Software technology reports	Meets criteria for a rating of "3" on this indicator plus: • The systematic data analysis process includes the identification of trends, projections and correlations of data, as well as the identification of emerging issues to inform decision-making at the school and classroom levels. • School profile data are disaggregated, analyzed and disseminated to all staff members who apply the implications of the data to instructional decision-making. • The analysis of data is validated against educational research to design curriculum, assessment and instruction that fosters positive change and creates a culture of high achievement for all students. • The district establishes and maintains a district-wide, state-of-the-art data management system that is also accessible throughout the district.	• There is a systematic process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation and that informs decision-making at the school and classroom levels. • School profile data reflect the school's overall performance and are disaggregated and analyzed by appropriate subgroups (e.g., gender, race/ethnic group, economic level). • The sets of data collected in each area of the profile are integrated and analyzed using a systems approach, and the analysis includes comparison to similar and high-performing schools. • A data management system is in place that allows ready access to the school's longitudinal profile data for revision and analysis over time.	• There is a process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation, but the data analysis is not used to inform decision-making at the school and classroom levels. • School profile data reflect the school's overall performance, but the data are not always disaggregated and analyzed by appropriate subgroups. • The sets of data collected for the profile are not always integrated or analyzed using a systems approach. • A data management system is in place, but access to the school's data is difficult and hinders analysis of data over time.	• There is an inefficient process for collecting, managing and analyzing data. • School profile data does not accurately reflect the school's overall performance. • The sets of data collected for the profile are not analyzed using a systems approach. • There is no data management system in place.

-325-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
9.2b **The school/district uses data for school improvement planning.** **Examples of Supporting Evidence:** • ACSIP • Written and graphical data analyses • School improvement planning team's meeting agendas and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • School Improvement Report • Other student achievement data • Needs assessment data • ACTAAP data • NORMES reports • Perception surveys • School profile	Meets criteria for a rating of "3" on this indicator plus: • The collected data are used to anticipate and proactively address future needs. • Analysis of trend data is conducted and is reflected in the objectives of the ACSIP. The data are viewed as a stimulus for improvement rather than merely a snapshot of current conditions.	• The collected data are used to identify and prioritize areas of need for the ACSIP. Student achievement data are a significant part of the data used to identify and prioritize needs. • The analysis of the data contained in the school's profile guides the school improvement planning process and is reflected in the objectives of the plan.	• The collected data are used to identify areas of need for the ACSIP. Student achievement data are sometimes used to identify and prioritize needs, but they are not used in a consistent and deliberate manner. • There is some analysis of the data to guide school improvement, but either the implications of the analysis are not fully explored or the analysis is only partially reflected in the objectives of the ACSIP.	• The collected data are not used to identify and prioritize areas of need for the ACSIP. • Analysis of profile data is not used for ACSIP and/or is not reflected in the objectives of the plan.

-326-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.3 Defining Desired Results for Student Learning **9.3a** **School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.** **Examples of Supporting Evidence:** • ACSIP • Standards-based curriculum documents • School improvement planning team's meeting agendas and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Professional library/resources • Research findings • District committee's meeting agendas and minutes	Meets criteria for a rating of "3" on this indicator plus: • Staff members implement the educational research findings of the school improvement planning team in designing appropriate instructional strategies that are specified in the ACSIP. • School leadership incorporates interdisciplinary school-wide goals for student learning into the ACSIP.	• The school improvement planning team conducts a review of the latest educational research that has implications for student learning and reports its findings to district and the staff members. • School leadership considers district and state standards as they work with the school improvement planning team to determine the goals and objectives of the plan.	• The school improvement planning team conducts a review of educational research, but the implications of the research for student learning are not fully considered. • School leadership considers district and state standards but does not use the team's findings to determine the goals and objectives of the ACSIP.	• The school improvement planning team does not review educational research. • School leadership does not consider district and state standards when determining the goals and objectives of the ACSIP.

-327-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	**3** ***Fully functioning and operational level of development and implementation***	**2** ***Limited development or partial implementation***	**1** ***Little or no development and implementation***
9.3b **The school/district analyzes their students' unique learning needs.** **Examples of Supporting Evidence:** • ACSIP • School improvement planning team's meeting agendas and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Needs assessment data • Perception surveys • Documentation of data analysis • School Improvement Report • ACTAAP reports • Other student achievement data • School profile • NORMES reports	Meets criteria for a rating of "3" on this indicator plus: • The school improvement team conducts additional surveys of stakeholders' perceptions as needed. • The school improvement planning team has established self-assessment mechanisms and collects data to ensure that their efforts are serving the school improvement effort as a whole. • School leadership regularly analyzes student performance data and develops a school strategy that empowers teachers and administrators to make decisions that support success for students with special learning needs and for all population subgroups.	• The school improvement planning team conducts an analysis of the results of surveys of stakeholders' perceptions on the strengths and limitations of the school in meeting the unique learning needs of students. • Data is collected to verify strengths and to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time. • School leadership analyzes student performance data to identify students with unmet special learning needs and to identify achievement gaps within the student population as a whole.	• The school improvement planning team surveys stakeholders' perceptions on the strengths and limitations of the school in meeting the unique learning needs of students, but either the survey results are not thoroughly analyzed or are not consistently used as a data source for planning. • Data is collected to verify strengths, but the data is not used to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time. • School leadership analyzes student performance data, but either the analysis is not always used to identify students that have special learning needs or is inadequate to help the school identify gaps.	• The school improvement planning team does not survey stakeholders' perceptions on the strengths and limitations of the school in meeting the unique learning needs of students. • Data is not collected to verify the strengths and limitations of the school in improving student learning. • Data is not considered in identifying student learning needs.

-328-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.3c **The desired results for student learning are defined.** **Examples of Supporting Evidence:** • ACSIP • Student performance level descriptions • School improvement planning team's meeting agendas and minutes • Staff members, district, community members, parent/family members and school improvement planning team member interviews • District sub-committee's meeting agendas and minutes	Meets criteria for a rating of "3" on this indicator plus: • The desired results for student learning are regularly reviewed and modified as necessary. • The desired results for student learning anticipate the needs of the school's population as life-long learners with a focus on access and equity. • School leadership and representatives from all stakeholder groups collaborate to identify the student learning goals and share a sense of responsibility and commitment for achieving the goals of the ACSIP.	• The desired results for student learning are clearly and concisely stated, defined in measurable terms and accompanied by benchmarks. • The desired results for student learning reflect meaningful and challenging learning goals and are aligned with the school's vision. • School leadership has identified a manageable number of student learning goals as priorities for the ACSIP. Staff members share a sense of responsibility for achieving the goals of the plan.	• The desired results for student learning are clearly stated but not defined in measurable terms or not accompanied by benchmarks. • Some of the desired results for student learning are meaningful and sufficiently challenging, but they are not all aligned with the school's vision. • School leadership has identified student-learning goals as priorities for the ACSIP, but the number of goals is not manageable or not all staff members share a sense of responsibility for achieving the goals of the plan.	• The desired results for student learning are not stated. • The desired results for student learning are neither meaningful nor sufficiently challenging. • School leadership has not identified student-learning goals as priorities for the ACSIP.

-329-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
9.4 Analyzing Instructional and Organizational Effectiveness **9.4a** **Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.** **Examples of Supporting Evidence:** • ACSIP • School improvement planning team's meeting agendas and minutes • Staff members, district, community members, parent/family members and school improvement planning team member interviews • Needs assessment data • Data analysis summaries/reports • District sub-committee's meeting agendas and minutes	Meets criteria for a rating of "3" on this indicator plus: • Staff members and representatives of stakeholder groups use data triangulation to review survey data from multiple sources to corroborate the identification of perceived strengths and limitations of the school. • School leadership ensures that all four types of data (student learning, demographic, perception and school processes) are collected and intentionally used to verify the strength and limitations in the organizational and instructional domains of the school and to validate the goals of the ACSIP.	• Staff members and representatives of stakeholder groups review survey data to identify perceived strengths and limitations of the school to inform school improvement planning. • Additional data are analyzed to verify perceived strengths and limitations in the organizational and instructional domains of the school to validate the goals of the ACSIP.	• Staff members sometimes review survey data to identify perceived strengths and limitations of the school, but the results of the review are not always used to inform school improvement planning. • Additional data are analyzed, but the level of analysis is not always sufficient to verify the perceived strengths and limitations in the organizational and instructional domains of the school.	• Staff members do not review survey data to identify perceived strengths and limitations of the school. • Data is not analyzed to verify the perceived strengths and limitations of the school.

- 330 -

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.4b **The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.** **Examples of Supporting Evidence:** • Action components of ACSIP • School improvement planning team's meeting agendas and minutes • Staff member, district, parent/family member, school improvement team member and community member interviews • District sub-committee's meeting agendas and minutes	Meets criteria for a rating of "3" on this indicator plus: • School improvement goals are visionary, validated against educational research and balanced between the school's instructional and organizational activities.	• School improvement goals are stated in clear, concise and measurable terms and are focused on building the school's capacity for instructional and organizational effectiveness.	• School improvement goals are generally stated in clear and concise terms but either are not measurable or are not focused on the school's capacity for instructional and organizational effectiveness.	• School improvement goals are not stated in clear, concise or measurable terms.

-331-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.5 Development of the Improvement Plan **9.5a** **The action steps for school improvement are aligned with the school improvement goals and objectives.** **Examples of Supporting Evidence:** • Action components ACSIP • School improvement planning team's meeting agenda and minutes • Staff member, school improvement planning team members and district interviews • District sub-committee's meeting agendas and minutes • Achievement data, including sub-populations	Meets criteria for a rating of "3" on this indicator plus: • The action components of the ACSIP are intentionally focused on equity of academic opportunity and access for all individual students as well as subpopulations. • The goals, objectives and activities of the ACSIP are seamlessly integrated into the practice of the school resulting in a culture of high achievement for all students. • Activities in the ACSIP are validated against best practices of similar and high-performing schools.	• The action components of the ACSIP include an intentional focus on closing achievement gaps among subpopulations. • The goals, objectives and activities of the ACSIP are all in alignment. • Activities in the ACSIP are grounded in research and are sufficient to achieve the objectives.	• The action components of the ACSIP may have an impact on closing achievement gaps among subpopulations, but the focus is not intentional. • Not all of the goals, objectives and activities of the ACSIP are in alignment. • Activities in the ACSIP may be grounded in research but are not always sufficient to achieve the objectives.	• The action components of the ACSIP do not include a focus on closing achievement gaps. • The goals, objectives and activities of the ACSIP are not in alignment. • Activities in the ACSIP have no basis in research and are not sufficient to achieve the objectives.

332

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.5b **The plan identifies the resources, timelines and persons responsible for carrying out each activity.** **Examples of Supporting Evidence:** • ACSIP • District and school improvement planning team meeting agendas and minutes • Staff member and school improvement planning team's member interviews • Local board of education meeting agenda and minutes	Meets criteria for a rating of "3" on this indicator plus: • The timelines established for the action components in the ACSIP are realistic without compromising educational idealism or detracting from the immediacy of impacting student performance. • Abundant resources are available for all activities in the ACSIP, constructing a bridge of support between goal setting and implementation of the plan. • The persons responsible for implementation of the action components of the ACSIP include representatives of other stakeholder groups as well as staff members.	• The timelines established for the action components in the ACSIP are realistic and designed to have maximum impact on student performance. • Adequate resources are identified for all activities in the ACSIP. All funding sources are integrated in the budget to support the plan. • ACSIP identifies persons responsible for implementation of the action components, and this responsibility is shared among staff members.	• The timelines established for the action components in the ACSIP are not always realistic or are not always designed to impact student performance. • Limited resources are provided for the activities in the ACSIP, and/or funding sources are not always integrated. • ACSIP identifies persons responsible for implementation of the action components, but the responsibility is not shared among staff members.	• The timelines for the action plan in the ACSIP have not been established or are unrealistic. • Resources are not identified for the activities in the ACSIP. • The ACSIP does not identify persons responsible for implementation of the action components.

-333-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
9.5c **The means for evaluating the effectiveness of the ACSIP is established.** **Examples of Supporting Evidence:** • ACSIP • School improvement planning team meeting agendas and minutes • Staff member, school improvement planning team member, and district interviews	Meets criteria for a rating of "3" on this indicator plus: • School leadership provides appropriate and timely academic press and support to ensure effective implementation of the activities of the ACSIP. • School leadership validates the results of data analysis against educational research and makes recommendations for appropriate modifications to the ACSIP.	• School leadership systematically monitors the effectiveness of the activities of the ACSIP over time. • School leadership analyzes the data and makes appropriate modifications to the ACSIP.	• School leadership monitors the effectiveness of the activities of the ACSIP, but the process is not systematic. • School leadership reviews the data but does not always make appropriate modifications to the ACSIP.	• School leadership does not monitor the ACSIP. • School leadership does not review the data.

-334-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.5d **The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.** **Examples of Supporting Evidence:** • ACSIP • Staff member, district and school improvement planning team member's interviews • Mission and belief statements • School improvement planning team meeting agendas and minutes • Needs assessment data • School profile • Perception surveys • District meeting agendas and minutes	Meets criteria for a rating of "3" on this indicator plus: • The action components in the ACSIP are aligned with the mission and beliefs of the school and the district. • The action components in the ACSIP anticipate the needs of the school's population as life-long learners and enhance the instructional and organizational effectiveness of the school.	• The action components in the ACSIP are aligned with the school's mission and beliefs. • The action components in the ACSIP support the desired results for student learning and instructional and organizational effectiveness as reflected in the school's mission and beliefs.	• Some action components in the ACSIP are aligned with the school's mission and beliefs. • Some action components in the ACSIP support the desired learning results and instructional and organizational effectiveness.	• The school's mission and beliefs were not considered or did not guide the development of the action components of the ACSIP. • The action components in the ACSIP do not support the desired results for student learning or instructional and organizational effectiveness.

-335-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.6 Implementation and Documentation **9.6a** **The ACSIP is implemented as developed.** **Examples of Supporting Evidence:** • ACSIP • Staff member, school improvement planning team member and other stakeholders' interviews • School improvement planning team meeting agendas and minutes • District meeting agendas and minutes	Meets criteria for a rating of "3" on this indicator plus: • School leadership models a collaborative approach to the implementation of the ACSIP. • Stakeholders know the goals of the ACSIP and are involved in implementing the plan as developed.	• School leadership provides ongoing direction, support and resources for effective implementation of the ACSIP. • Staff members know the goals of the ACSIP and implement the plan as developed.	• School leadership provides limited direction and support for the implementation of the ACSIP. • Most staff members are aware of the ACSIP, but not all are involved in the implementation of the plan as developed.	• School leadership does not provide direction and support for the implementation of the ACSIP. • Staff members do not have sufficient awareness of the ACSIP to be involved in its implementation.

-336-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.6b **The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.** **Examples of Supporting Evidence:** • ACSIP • Staff member, school improvement planning team member and other stakeholder interviews • School improvement planning team meeting agendas and minutes • Summaries of data collected • District sub-committee meeting agendas and minutes • Perception surveys	Meets criteria for a rating of "3" on this indicator plus: • School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools.	• School leadership collects and analyzes data in the areas targeted by the ACSIP and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plans are achieved.	• School leadership may collect and analyze data in the areas targeted by the ACSIP but does not always compare levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved.	• School leadership does not analyze data in the areas targeted by the ACSIP for the purpose of evaluating the degree to which the goals of the plan are achieved.

-331-

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.6c **The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.** **Examples of Supporting Evidence:** • ACSIP • Summaries of data collected • Staff member, school improvement planning team member and district interviews • School improvement planning team agendas and minutes • Perception surveys • Technology incorporated reports • NORMES report	Meets criteria for a rating of "3" on this indicator plus: • School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools to assimilate a culture of high performance expectations into the practice of classrooms and the school.	• School leadership collects and analyzes data in the areas targeted by the ACSIP and compares levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.	• School leadership may collect and analyze data in the areas targeted by the ACSIP but does not always compare levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.	• School leadership does not analyze data in the areas targeted by the ACSIP for the purpose of evaluating the degree to which the expected impact on classroom practice is achieved.

-338-

Indicator	Ratings of Performance			
	4 ***Exemplary level of development and implementation***	3 ***Fully functioning and operational level of development and implementation***	2 ***Limited development or partial implementation***	1 ***Little or no development and implementation***
9.6d **There is evidence of attempts to sustain the commitment to continuous improvement.** **Examples of Supporting Evidence:** • ACSIP • Staff member, school improvement planning team member, parent/family member and community members' interviews • District meeting agendas and minutes • School improvement planning team agendas and minutes • Samples of communications to staff and stakeholders • Media releases • Identified new objectives for improvement • Needs assessment data • School Improvement Report • Perception surveys	Meets criteria for a rating of "3" on this indicator plus: • School leadership ensures that implementation strategies are relevant, appropriate, drawn from research and customized for school context resulting in a high level of staff support and commitment.	• School leadership implements a systematic and ongoing process to conduct a comprehensive analysis of the school's progress in achieving the goals of the ACSIP. Feedback is collected from stakeholders, and modifications to the plan are made as necessary.	• School leadership conducts a review of the school's progress in achieving the goals of the ACSIP. Feedback is not always collected from stakeholders or used to make modifications to the plan.	• School leadership makes no effort to sustain the school's commitment to continuous improvement.
	• Formal recognition and celebration of accomplishments are thoroughly assimilated into the practice of the school and are a vital impetus for school improvement.	• School leadership regularly provides school improvement reports to the school. Accomplishments are formally recognized and celebrated.	• School leadership sometimes provides school improvement reports to the school. Accomplishments may be noted on an informal basis.	• School leadership does not provide school improvement reports to the school.
	• School leadership engages representatives of the learning community in long-term planning to identify new or emerging objectives that proactively meet the anticipated future learning needs of the school's students.	• New or emerging objectives for improving student performance are identified and activities are selected and implemented to address these objectives.	• New areas for needed improvement may be identified, but objectives are not always specified.	• New or emerging areas for improving student performance are not identified.

-339-

Scholastic Audit Glossary

Abundant-Present in great quantity; more than enough in size, scope or capacity.

Academic expectations-Learning goals that characterize student achievement.

Accommodate-Changes made in the way materials are presented or in the way students respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.

Achievement gap-A substantive performance difference on each of the tested areas by grade level of the ACTAAP between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch (ACTAAP).

Action research-Research by a practicing educator about practice in the classroom. This is educator-initiated and is school-based research.

Action steps-Activities that are reflected in the Comprehensive School Improvement Plan to address the goals and objectives of the action component.

Ad hoc groups-Committees formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

Arkansas Educational Television Network (AETN)-A medium that educates and offers Arkansans a wide range of local arts, cultural, documentary, public affairs productions, adult education programs, college credit telecourses, instructional programs, professional development seminars and ADE distance learning.

-340-

Age appropriate-Suitable in relation to developmental level.

Anecdotal record-A written record of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic and cognitive development. This method is informal and encourages the use of a note pad, sticky notes and a checklist with space for notes, etc. Continuous comments are recorded throughout the day about what a child can do and his/her achievements as opposed to what he/she cannot do.

Arkansas Comprehensive School Improvement Plan (ACSIP)-A comprehensive school improvement plan organized around priority needs that include financial resources, professional development, equity and technology to improve the academic environment.

Arkansas Curriculum Frameworks-This framework provides direction in the development of the local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

Arkansas Early Learning Profile (AELP)-The model assessment instrument designed by the Arkansas Department of Education to correspond with the Primary Program. The AELP instrument is designed to document a student's real learning, growth and development during the primary years.

Articulate-Expressing yourself or characterized by clear expressive language; express or state clearly.

Articulation-A clear and effective written or oral statement.

Articulation (as related to curriculum)-The school/district aligned curriculum must be well communicated to all stakeholders, implemented district/school wide, integrated across disciplines and connected to real-life situations.

-Vertical articulation or alignment indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation speaks to what is taught from pre-school through upper grades and is sometimes noted simply as "K-12 Curriculum."

-Horizontal articulation or alignment indicates that the curriculum is carefully planned within grade levels. For example, every primary grade throughout the school/district will teach the same curriculum and every 6th grade social studies class, every 10th grade health class, every 12th grade physics class, and so on.

Articulation agreement–A systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes content duplication.

Assessment: Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

-Formal assessment–A commercially designed and produced test for elementary, middle and high school levels that is given on a single occasion.

-Informal assessment–A non-standardized measurement that a teacher uses to learn what a student is able to do in a certain area. The teacher interprets the results and uses those results to plan instruction.

Assistive technology-Any item, piece of equipment or product system that is used to increase, maintain or improve functional capabilities of children with disabilities. It also includes any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

Authentic assessment-A broad evaluation procedure that includes a student's performance or demonstration, and in the context of normal classroom involvement and reflects the actual learning experience (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances assessed reflect "real world" applications.

341

Basal textbook-A book that offers a foundation for instruction for a course or grade level that provides appropriate progression of information on a subject being studied.

Baseline data-Information collected to establish a reference point for comparison to the same data collected at a later time.

Benchmark-An example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

Best practices-Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, research and procedures impacting teaching and learning.

Career portfolio-A representative sampling of past experiences.

Categorical funds-Sources of revenue that are tied to specific guidelines required by the funding source (i.e., Title programs such as Title I, Title II, Title III, Title IV, special education, food services, transportation).

Classroom writing/Working folder-A collection of student writing in different stages of development from more various content areas.

Coaching-To facilitate and encourage the development of self and others through a respectful, confidential, ethical and masterful interaction towards success.

Co-curricular activities-All school-based or school-sponsored activities not part of the regular curriculum but offered for credit. The purpose of co-curricular activities is to enrich and extend the regular curriculum. For example, students learn to work collaboratively with others, to set high standards and to strive for superior performance while playing team sports or participating in drama and music activities.

Collaboration-Direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal (Judy Wood, 1998).

Core-The course of study recommended for all students.

Common items-Items on the assessment taken by all students and on which individual student scores are based.

Computer assisted instruction-Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace.

Cooperative learning-A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

Core Content for Assessment-The content that has been identified as essential for all students to know and will be included on the state assessment.

Course syllabi-A summary outline of curriculum.

Criteria-A standard on which a judgment or decision may be based.

Critical attributes-Those descriptors that define necessary components of the primary program. They are developmentally appropriate educational practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork and positive parent involvement.

Critical thinking-Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning and the reliability of sources of information and then applying them in evaluative ways.

Cultural responsiveness-Teaching that uses the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Curriculum-An organized course of study that engages students in learning the standards that have been identified at the national, state and local level.

Curriculum alignment-Refers to the process of interpreting learning standards then developing learning objectives that are directly targeted to those standards.

Curriculum framework-The listing of the state's academic content standards (Student Learning Expectations) by grade level that guides the development of the curriculum and the selection in placement of instructional materials. It also includes the performance standards associated with the content standards (Student Performance Descriptors). (National Research Council)

Curriculum map-An outline of the implemented curriculum; what is taught and when it is actually taught.

-342-

Curriculum mapping-"...is a process that helps teachers keep track of what has actually been taught throughout the entire year or course. By mapping what is actually taught and when it is taught, teachers produce data that they can use in conjunction with assessment data to make cumulative revisions in instruction." (Heidi Hayes Jacobs)

Developmental appropriateness: This concept of developmental appropriateness has two dimensions:

-Age appropriateness-Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development–physical, emotional, social, cognitive and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

-Individual appropriateness-Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child's thought and experiences with materials, ideas and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

Differentiation-A philosophy that involves giving students multiple options for taking in information, making sense of ideas and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas and to develop products.

Discretionary funds-Sources of revenue whose expenditure is not specified in the guidelines of the allocating source (i.e., Section 7–or what is left over after Sections 3, 4, 5, and 6 are allocated; some school activity accounts).

Distributed leadership-Giving other staff members some of the leader's current responsibilities; goes beyond simply reshuffling assignments and calls for a fundamental shift in organizational thinking that redefines leadership as the responsibility of everyone in the school. Also shared leadership or distributive leadership.

District improvement planning team-See Improvement planning team.

District leadership-Leadership within the district's central office (e.g. superintendent, assistant superintendent, local board of education, etc).

District level articulations-See Articulation.

District portfolio-A purposeful or systematic collection of selected work pertaining to the district developed over time, gathered to demonstrate and evaluate progress and achievement.

District profile-See Profile.

Diverse/diversity-The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences and affirmation initiatives, such as recruitment, placement and retention.

Efficacy-Ability to produce the necessary or desired results.

Empowerment-The process of providing stakeholders with the opportunities to make decisions.

Equitable-Having or exhibiting equity; going beyond equal educational opportunity and equal access.

-343-

Equity-A condition that occurs when a community believes in and provides access, opportunity and fairness to all learners as demonstrated by the absence of any form of discrimination.

Essential knowledge-The fundamental skills required for all students.

Essential questions-Important ideas necessary to consider.

Evaluating/Evaluation-To determine the significance, worth or condition and usually by careful appraisal and study.

Exemplary-Worthy of imitation; commendable.

Extracurricular activities-Clubs, athletic teams, intramurals or other school-based organizations or activities that provide opportunities for students to participate in the school community, where no graduation credit is earned.

External criteria-The list of requirements for judging work (i.e. rubric, scoring guide).

Family Literacy Initiative-A national and state movement involving at-risk children and their families with sufficient intensity and duration to make sustained changes in their lives through the educational process.

Flexible grouping-A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

Full implementation-The complete effect of carrying out a program, plan or initiative.

Heterogeneous grouping-The grouping of students in classrooms on the basis of mixed abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

High performance-Schools demonstrating substantial gains.

Holistic scoring-A scoring process used to evaluate a student's overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards that are targeted.

Homogeneous grouping-The grouping of students in classrooms based on the basis of similar abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

IEP-Individual Education Program for children with special needs.

Implemented curriculum-The curriculum that is actually carried out in schools or followed by the teachers and school administrators for the students.

Improvement planning team:

-School improvement planning team-A team of school level staff and stakeholders who are involved in school planning to meet the educational needs of students. Such activities are: data analysis, identification of resources for planning and research-based instructional practices, professional development, assessments, etc.

-District improvement planning team-A team of district level staff and stakeholders who are involved in district planning to meet the educational needs of students.

-344-

Inclusion-Both a philosophy and a practice where all students are considered and treated as members of the school community.

Inclusion (as it pertains to Special Education)-A term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Indicator-Within each of the nine Standards and Indicators for School Improvement, specific sub-sections labeled "indicators" more closely describe various aspects and perspectives of the standard in observable terms.

Individual graduation plan-A curricular plan that emphasizes academic and career development for students. A tool which helps students set learning goals based on academic and career interests.

Individual professional growth plan-A professional growth plan developed by the evaluatee with the assistance of the evaluator to be aligned with specific goals and objectives of the school improvement and professional development plan

Instructional materials-Any print, non-print or electronic medium of instruction designed to assist students in achieving academic expectations.

Instructional practices-Methodology used by teachers to engage students in the learning process.

Integrated/Interdisciplinary curriculum-A curriculum that purposely links disciplines to each other.

Integration of technology-Incorporating the use of computers or other technical equipment into the curriculum.

Interdisciplinary-Drawing from or characterized by participation of two or more fields of study.

Learning community-A curriculum design that coordinates two or more courses into a single program of instruction. It is an integrated approach to education in that experiences more closely parallel the way students learn and are more relevant to real world applications.

Learning environment-Any setting or location inside or outside the school used to enhance the instruction of students.

Learning results-Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

Local standards-Districts may adapt standards that exceed state standards.

Manipulative-Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

Mentoring-Providing support for activities in a learning process by a person who usually has more experience or expertise.

Mission-A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school's progress toward its defined purposes.

Modality-The sensory styles through which people receive and process information.

-345-

Modeling-A teaching strategy in which the teacher demonstrates to student(s) how to do a task with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or "thinking aloud".

Monitoring-To watch, keep track of or check usually for a purpose.

Multicultural education-Interdisciplinary, cross-curricular education that prepares students to live, learn and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

Multimodal-Multiple modes of interaction-aural, visual and tactile-offering users the means to provide input using their voice or their hands via a keypad, keyboard, mouse or stylus. For output, users will be able to listen to spoken prompts and audio and to view information on graphical displays.

Nonacademic data-Formally referenced as non-cognitive indicators of a school's progress (retention rate, dropout rate, attendance and school-to-work transition) included in the calculation of the school's Academic Index.

Nurturing school environment-An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

On-demand writing prompts-Also known as "writing prompt," "prompt," "timed writing" or "directed writing." Interchangeable terms refer to timed, structured, writing assessments that require extended writing, including essays, letters, compositions, etc.

Open-response items-Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

Pacing guides-A planning tool that helps teachers plan the pacing of their instruction so that all tested topics are taught prior to the administration of accountability testing. A pacing guide is the outline of the intended curriculum.

Partnership-Involvement of community groups/members, parents and/or family members and students themselves in a variety of community, home and school-based partnership activities.

Peer collaboration-Students working together in a group to solve a problem.

Peer tutoring-Support in the learning environment provided by same or different aged students.

Perception survey-A collection of data from stakeholders (staff, parents, students, community, etc.) in how they perceive the school/district in regards to Academic Performance, Learning Environment and Efficiency.

Performance assessment-See Authentic assessment.

Performance level descriptions-Performance standards for student progress across the content areas of Arts and Humanities, Math, Science, Social Studies, Practical Living/Vocational Studies, Reading and Writing that define what we mean when we say a student has performed at the "novice," "apprentice," "proficient" or "distinguished" level. They clarify for teachers, students and parents how we evaluate student work, and they explain for students what we expect of them.

Portfolio-A purposeful or systematic collection of selected work and self-assessments developed over time, gathered to demonstrate and evaluate progress and achievement.

Process-A series of actions, changes or functions bringing about a result.

Professional development-Processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn, improve the learning of students. It is an intentional, ongoing and systemic process.

Proficient-Work that reflects high levels of understanding of both content and performance standards.

Profile:

-School profile–Schools use a profile to name significant strengths, limitations, opportunities and threats facing the school and is derived from the data contained in the school portfolio.

-District profile–Districts use a profile to name significant strengths, limitations, opportunities and threats facing the district and is derived from the data contained in the district portfolio.

Program of studies-A curriculum framework that incorporates core content for assessment.

Protocol-A specific set of communication rules; a detailed plan of a procedure.

Reflection-A process that provides a structured opportunity to consider what has taken place and the feelings that have been stimulated through an experience.

Regularly-Occurring in a fixed, unvarying or predictable pattern with equal amounts of time or space between each one.

Reliability-The accuracy and repeatability of a measurement.

Reliable-The consistency of assessment results from an instrument over time or over a number of trials.

Resources-Sources of supply or support; an available means. Source of information or expertise.

Reviewing-The critical evaluation of material.

Rigor-The goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging.

Rigorous-Demanding strict attention to rules and procedures; allowing no deviation from a standard.

School culture-The sum of the values, safety practices and organizational structures within a school that causes it to function and react in particular ways. Teaching practices, diversity and the relationships among administrators, teachers, parents and students contribute to the school environment.

- 347 -

School improvement efficacy-The efficient operation of a school yielding positive gains.

School improvement planning team-See Improvement Planning Team.

School leadership-While primary leadership at the school level is considered to be the principal, school based decision-making teams may also be considered (where appropriate) when determining levels of school leadership. Organizational structures within the school may also include, but not be limited to, department chairperson(s), team leaders, committee chairperson(s), coordinators of special programs, parent organizations, support centers, the instructional team and the administrative team.

School profile-See Profile.

Scoring guide/rubric-A set of scoring guidelines to be used in evaluating a student's work.

Scrimmage-Practice tests that schools administer to improve student performance on the *Arkansas Comprehensive Testing, Assessment and Accountability Program.*

Self-assessment-An individual's evaluation of his/her own work.

Service learning-A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth and become better citizens.

Singleton-A course of which only one section is offered in the master schedule (e.g. AP Calculus, Orchestra).

Skills-The acquired abilities to perform a particular task.

Skills standards documents-Documents that describe skill standards to be assessed in the certification process. Current curriculum offered in schools should align to these standards.

Smart Core-The course of study recommended for all students.

Staff development-See Professional development. A systematically planned, comprehensive set of on-going professional growth activities carried out over time to achieve specific objectives. The ultimate goal is increased student learning and continuous improvement for all staff as they work together to create a quality environment for all students.

Staff members-All full- and part-time regular permanent employees of the district.

Stakeholder-All persons or group of people (e.g., students, staff members, family members, community members, partners, etc.) associated with the school community that has an interest in the success of the school and its programs.

Standard(s)-Content standards: A description of what students need to know and be able to do.

Performance standards-A description of how well students need to perform on various skills and knowledge to be considered proficient.

- 348 -

State standards-This term refers to Arkansas' Learning Goals and *Academic Expectations* designed around national standards.

Strategies-Plans and methods used by both teachers and students to approach a task.

Student performance level descriptors-Descriptors by content area and by grade level that define what students should know and be able to do. They are defined at the "novice", "apprentice", "proficient" or "distinguished" level.

Student transition planning-A process that prepares students for key transition points (elementary to middle, middle to high). An example would be the Individual Graduation Plan.

Student working folders-An ongoing folder where student work (in-class writing, homework, etc.) is organized and maintained.

Substantive performance difference-The difference in academic performance on tests among identified groups. The difference between how a group performs compared to what is expected.

Systematic process-An organized manner of consistent ideas or principles.

Systems approach-Viewing the school as a whole or perceiving the combination of related structures/components of the school and community (i.e., Standards and Indicators for School Improvement, Standards 1-9).

Technology-Technology is the application of knowledge and resources to extend and enhance our human capabilities. Technology Education involves students in a broad and comprehensive manner in the human imagination, its engineered devices, tools and processes, to build knowledge and skills.

Thematic approach to curriculum-An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are activity engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes or the whole school; and may last for a few weeks up to several months.

Thematic units-Units of study built around a particular theme or topic that can be interdisciplinary.

Title I-Federal law and dollars for special help for disadvantaged children from the federal No Child Left Behind Act.

Transition-The passage from one stage to another.

Triangulation-A process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence. Multiple forms of data provide a more distinct and valid picture of reality.

Units of study-Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards (e.g., Arkansas' *Academic Expectations*) as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

Validity-A measurement's ability to actually measure what it purports to measure.

Vision-A future oriented aspiration for the teaching and learning environment of the school.

Work based learning-Learning that integrates theoretical instruction with structured on-the-job training. It includes work experiences, planned program of job training and work experience, workplace mentoring, instruction in general workplace competencies and broad instruction in a variety of elements of an industry.

Writing assessment portfolio-A selection of a student's work that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.

Acronyms

ACSIP—Arkansas Comprehensive School Improvement Plan

ACT—American College Test

ACTAAP—Arkansas Comprehensive Testing, Assessment and Accountability Program

ADE—Arkansas Department of Education

AETN—Arkansas Educational Television Network

ALE—Alternative Learning Environment

AIP—Academic Improvement Plans

ASIP—Arkansas School Improvement Program

AP—Advanced Placement

AR—Accelerated Reader

AYP—Adequate Yearly Progress

DIBELS—Dynamic Indicator of Basic Early Literacy Skills

ELL—English Language Learners

ELLA—Early Literacy Learning in Arkansas

IEP—Individual Education Plan

IGP—Individual Graduation Plan

IPGP—Individual Professional Growth Plan

IRI—Intensive Reading Intervention

ITBS—Iowa Test of Basic Skills

NCLB—No Child Left Behind

NAEP—National Assessment of Educational Progress

NSLA—National School Lunch Act

NORMES—National Office for Research, Measurement and Evaluation Systems

PD—Professional Development

PTA—Parent Teacher Association

PTO—Parent Teacher Organization

RFP—Request for Proposal

SAT—Scholastic Aptitude Test

SISI—Standards and Indicators of School Improvement

- 351 -

Resources

The Arkansas Department of Education. Administrators. http://arkansased.org/admin/admin.html.

The Arkansas Department of Education. Administrators. Administrator Licensure Completion Program. http://arkansased.org/admin/alcp.html.

The Arkansas Department of Education. Administrators. Approved Administrator Licensure Preparation Programs. http://arkansased.org/admin/admin_programs.html.

The Arkansas Department of Education. Administrators. Standards for Beginning Administrators. http://arkansased.org/admin_beginning.html.

The Arkansas Department of Education. Administrators. Induction/Mentoring Program. http://arkansased.org/admin/admin_mentoring.html.

The Arkansas Department of Education. Teachers. http://arkansased.org/teachers/teachers.html.

The Arkansas Department of Education. Teachers. Arkansas Comprehensive Testing, Assessment Accountability Program (ACTAAP). http://arkedu.state.ar.us/actaap/index.html.

The Arkansas Department of Education. Teachers. Early Literacy Learning in Arkansas. (ELLA) http://arkedu.state.ar.us/smart.start/training/training_p1htm#early.

The Arkansas Department of Education. Teachers. Effective Literacy. http://arkedu.state.ar.us/training/training_p1htm#literacy.

The Arkansas Department of Education. Teachers. Instructional Material. http://arkedu.state.ar.us/instructional_material/material.html.

The Arkansas Department of Education. Teachers. Licensure. http://arkedu.stte/ar/us/teachers/teachers_licensure.html.

The Arkansas Department of Education. Teachers. National Board Certification Program (NBPTS). http://arkedu.state.ar.us/teachers/certification_program.html.

The Arkansas Department of Education. Teachers. Professional Development. http://arkedu.state.ar.us/teachers/licensure_professional_dev.html.

The Arkansas Department of Education. Teachers. Smart Start. http://arkedu.state.ar.us/smart_start/index.html.

The Arkansas Department of Education. Teachers. Smart Step. http://arkedu.state.ar.us/smart_step/index.html.

The Arkansas Department of Education. Teachers. Smart Step Literacy Lab Classroom Project. Retrieved from http://arkedu.state.ar.us/smart_start/training/training_p1.htm#lab.

The Arkansas Department of Education. Teachers. Smart Step/Next Step Strategies for the Content Areas. Retrieved from http://arkedu.state.ar.us/smart_start/training/training_p1.htm#next.

The Arkansas Department of Education. Teachers. Teach Arkansas. http://www.teacharkansas.org.

-352-

The Arkansas Department of Education. Teachers. Next Step. http://arkedu.state.ar.us/next_step.

Blue Ribbon Schools. (n.d.) U S Department of Education. Retrieved from http://www.ed.gov/programs/nclbbrs.

Brown, John L. and Moffett, Cerylle A. The Hero's Journey. ASCD, 1999.

Building Administrator 12/22/2000. (n.d.) The Arkansas Department of Education. Retrieved from http://arkansased.org/admin/pdf/building_administrator2001.pdf. (August 16, 2006)

Burgess, David G. The Principal's Keys: Unlocking Leadership and Learning. Successline Publications, 2001.

Cawelti, Gordon. Handbook of Research on Improving Student Achievement. Educational Research Service, 2004.

Connors, Roger and Smith, Tom. Journey to Emerald City: Achieving a Competitive Edge by Creating a Culture of Accountability. Prentice Hall, 1999.

Connors, Roger and Smith, Tom. The Oz Principle: Getting Results Through Individual and Organizational Accountability. Prentice Hall, 1994.

Comprehensive School Improvement Planning Guide. Arkansas Department of Education, 2005

Core Content for Assessment Version 3.0. Division of Curriculum and Assessment Development, Frankfort, Kentucky: Kentucky Department of Education, 1996.

Curriculum Administrator 12/28/1999. (n.d.) The Arkansas Department of Education. Retrieved from http://arkansased.org/admin/pdf/curr_program_administrator.pdf. (August 16, 2006)

District Administrator 11/30/02. (n.d.) The Arkansas Department of Education. Retrieved from http://arkansased.org/admin/pdf/district_administrator2001.pdf.

Effective Instructional Leadership Act, Technical Assistance Manual for Education Administrators, Professional Development Coordinators and Providers. Frankfort, Kentucky: Kentucky Department of Education, June 1998.

Effective Schools Documents. Association for Effective Schools, Inc. Kinderhook, NY.

Exemplary School Models. (1998) from hhtp://ed.gov.

Family Resource Youth Services Center Guidelines. Kentucky Department of Education.

Fullan, Michael and Andy Hargreaves. What's Worth Fighting For in Your School? *New York, NY: Teachers College Press*, 1996.

Guskey, Thomas R. Evaluating Professional Development. Thousand Oaks, California: Corwin Press, Inc., 2000.

- 353 -

Hersch, Richard. Foundations for Change EDUCATION WEEK, February 9, 2000.

Holly, Peter J. Conceptualizing A New Path. Educational Testing Service, 2003.

Holly, Peter J. Creating a Process. Educational Testing Service, 2003.

Holly, Peter J. Engaging in Action Research. Educational Testing Service, 2003.

Johnson, Ruth S. Using Data To Close the Achievement Gap: How to Measure Equity in Our Schools. Corwin Press, 2003.

Killion, Joellen. Assessing Impact: Evaluating Staff Development. National Staff Development Council, 2002.

Kuykendall, C. From Rage to Hope, Strategies for Reclaiming Black and Hispanic Students. Bloomington, Ind.: National Education Service, 1991.

Lambert, Linda. Building Leadership Capacity in Schools. Association for Supervision and Curriculum Development, Alexandria, Va. 1998.

LEA & School Improvement Non Regulatory Guidance. No Child Left Behind. U S Department of Education. 2004

The Leadership Performance Matrix. (n.d.) Center for Performance Assessment from http://www.makingstandardswork.com/Downloads/LeadershipMatrix.pdf.

Lezotte, Lawrence W. The Effective Schools Process: A Proven Path to Learning for All. 1999.

Marzano, Robert J. What Works in Schools: Translating Research into Action. ASCD, 2003.

National Quality Programs *2000*. Department of Commerce, National Institute of Standards and Technology, 100 Bureau Drive, Stop 1020, Gaithersburg, MD 20899-1020.

National Standards for Goals 2000.

National Study of School Evaluation (NSSE), Indicators of Schools of Quality (Vol. 1). Schaumberg, IL, 1997. Fitzpatrick, K.C., Project Director.

National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance. Schaumberg, IL, 1997. Fitzpatrick, K.C., Project Director.

O'Toole, James. Leadership A to Z: A Guide for the Appropriately Ambitious. Jossey-Bass, Inc. 1999.

Preuss, Paul G. School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems. Eye on Education, 2003.

Professional Development Statute. KRS 156.095.

-354-

Program of Studies for Kentucky Schools, Grades Primary 1-12. Frankfort, Kentucky: Kentucky Department of Education, 1998.

Robbins, Pam & Harvey B. Alvy. The Principals Companion Strategies and Hints to Make the Job Easier. 2nd Edition, Corwin Press, Inc. 2003.

SACS School Improvement Handbook. Second Edition, Commission on Secondary and Middle Schools, Southern Association for Colleges and Schools, Decatur, Georgia, 1999.

Scholastic Audit Statute. KRS 158.6455.

Scholastic Audit. ACTAAP Regulations, 2005.

School Report Card, KDE, 1999.

School Transformation and Renewal Tool Kit. KDE. 1998.

School Based Decision Making statute. KRS 160.345.

Standards Based Curriculum, Development Manual. Frankfort, Kentucky: Kentucky Department of Education, 1999.

Successful Schools Forum, The Partnership for Kentucky Schools. 1999.

Tomlinson, Carol Ann. The Differentiated Classroom Responding to the Needs of All Learners. ASCD, 2001.

Technology Standards. Frankfort, KY: Kentucky Department of Education. 2004.

Transformations: Kentucky's Curriculum Framework. Frankfort, Kentucky: Kentucky Department of Education, 1993.

Ulrich, Dave, et al. Results Based Leadership. Harvard Business School Press, 1999.

University of Pittsburgh. The Institute for Learning Research and Development Center. Pittsburgh, PA: University of Pittsburgh, 1998.

Zemelman, Steven, et al. Best Practice, New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinermann, 1998.

We, the members of the Arkansas Commission on Closing the Academic Achievement Gap do endorse and lend our support to the ESEA Flexibility Waiver Request created by the Arkansas Department of Education. We believe that the evidence presented to our commission on March 15, 2012 by Mr. John Hoy, Assistant Commissioner for the Division of Academic Accountability will help close the achievement gap in Arkansas.

Over the last few months, the ADE has worked on a waiver application. The application is somewhat controversial in terms of student accountability. Currently, schools are responsible for the achievement of all students, including students who are identified in subpopulations of 40 or more students including minority, free/reduced lunch, and special services. In the current adequate Yearly Progress (AYP,) one subgroup can cause an entire school to be placed on school improvement, even though the general population performed well on state tests. Additionally, a school could receive multiple penalties on a single student if a student is a minority, impoverished, and working under an Individualized Education Plan (IEP.)

Additionally, schools with subgroup populations of less than 40 students do not have to report those subgroups. Therefore, those unidentified students may not be receiving the attention and help needed.

The new goal that the U.S. Department of Education has set is a goal of college and career readiness. The ADE is proposing to create two groups: the general population and one *combined* subgroup of a minimum of 40 students. One concern is that this approach will mask the needs of the students in that subgroup. It is the belief of the ADE that this approach will actually help identify more schools with qualifying subpopulations, and therefore bring attention to the needs of those students.

Mr. Hoy presented this information to the Arkansas Closing the Gap Commission to get the members thoughts and input. The consensus of the commission was to lend support to the ADE in this new strategy to identify previously ignored subgroups because the number was under 40 at many schools across the state.

UNIVERSITY OF ARKANSAS

College of Education and Health Professions
Curriculum and Instruction

April 30, 2012

To whom it may concern:

This letter acknowledges my full support of allowing flexibility for the ESEA to meet rigorous accountability standards through innovative and comprehensive state plans. As such, Project Teach Them All (PTTA), an innovative USDE National Professional Development Office of English Language Acquisition grant, works in partnership with local LEA's to train teachers in effectively serving students from culturally and linguistically diverse backgrounds. Upon completing the two year program which uses professional learning communities and coaching to facilitate new learning, teachers earn an ESL Endorsement on their teaching license.

PTTA's goals are aligned with the Arkansas Department of Education's (ADE) ESEA waiver goals of closing the achievement gap, serving all students, improving quality of instruction and increasing equity for all students. We have trained 90 teachers via PTTA and will begin a new project, Reaching and Increasing Student Excellence (RISE) on May 1st to expand the program in six additional school districts and serve 90-100 teachers. The ADE will have a focus on underachieving populations and closing the achievement gap with an emphasis on English learners and teacher professional development to support their learning. We are working in tandem with ADE to achieve their ESEA waiver goals.

Please feel free to contact me at dworthen@uark.edu if you have any additional questions.

Sincerely,

Diana Gonzales Worthen, PhD
Director, Project Teach Them All
University of Arkansas
Department of Curriculum and Instruction
346 N. West Avenue, WAAX 24B
Fayetteville, Arkansas 72701
dworthen@uark.edu
479.879.1977 (cell)

6-15-2011. Supplemental Educational Services Transparency Act.

(a) This section shall be known and may be cited as the "**Supplemental** Educational **Services** Transparency Act".

(b) The purposes of this section are to:

(1) Increase academic performance of students and reduce student remediation rates;

(2) Ensure that students who qualify for **supplemental** educational **services** receive the **services** they need;

(3) Assist parents in making informed decisions when selecting **supplemental** educational **service** providers; and

(4) Assist policy makers in reviewing the effectiveness of the **supplemental** educational **service** providers.

(c) As used in this section:

(1) "Provider" means a person or entity that:

(A) Provides **supplemental** educational **services** to Arkansas public school students; and

(B) Is identified on the list of approved **supplemental** educational **service** providers published by the Department of Education; and

(2) (A) "**Supplemental** educational **services**" means academic instruction:

(i) Provided to public school students in addition to the instruction provided during a school day; and

(ii) Designed to increase the academic achievement of students enrolled in public schools that have been identified as being in year two (2) or higher of school improvement.

(B) "**Supplemental** educational **services**" includes without limitation academic assistance such as tutoring, remediation, and other **supplemental** academic enrichment **services**that are:

(i) Consistent with the content and instruction used by the school district where the provider's students are enrolled; and

(ii) Aligned with the state's academic content and achievement standards.

(d) (1) A provider shall prepare an annual report and:

(A) Submit the annual report to the department and to the school district where the **supplemental** educational **services** are provided; and

(B) Place a copy of the annual report on the provider's website.

(2) The report shall include without limitation the following information:

(A) By race and gender, the improvement in student achievement for each student served based on the statewide benchmark tests or other statewide assessment of student achievement;

(B) Student attendance rates;

(C) The amount of funds the provider received per student;

(D) By school district, the total number of **supplemental** educational **services** contracts and the total amount of funds received under those contracts;

(E) The total number of years **supplemental** educational **services** have been provided and the total number of students served for all years; and

(F) The results of parent satisfaction surveys.

(e) A school district shall include the provider's report on the school district's website.

(f) (1) Annually, the department shall review the report of a provider before placing the provider on the department's list of state-approved providers.

(2) The department shall include a link for parents to access information concerning approved providers on its website.

(g) By January 15, 2012, and by January 15 of each year thereafter, a provider of **supplemental** educational **services** shall also prepare an annual progress report containing at least the information required under subsection (d) of this section to the House Committee on Education and the Senate Committee on Education.

(h) The State Board of Education shall promulgate rules to implement this section.

HISTORY: Acts 2011, No. 902, § 2.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the Teacher Excellence and Support System.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-13-1305, 6-15-1004, 6-15-1402, 6-17-704, 6-17-705, 6-17-1504, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and Act 1209 of 2011.

3.0 LEGISLATIVE INTENT AND PURPOSE

3.01 The State Board of Education notes that, with regard to the Teacher Excellence and Support System, it is the intent of the Arkansas General Assembly to:

3.01.1 Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

3.01.2 Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

3.01.3 Provide a basis for making teacher employment decisions;

3.01.4 Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

3.01.5 Encourage highly effective teachers to undertake challenging assignments;

3.01.6 Support teachers' roles in improving students' educational achievements;

3.01.7 Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

3.01.8 Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.

3.02 The purposes of these rules are, without limitation, to:

3.02.1 Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

3.02.2 Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

3.02.3 Reflect evidence-based or proven practices that improve student learning;

3.02.4 Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

3.02.5 Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

3.02.6 Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;

3.02.7 Require annual evidence of student growth from artifacts and external assessment measures;

3.02.8 Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;

3.02.9 Include procedures for implementing each component of the Teacher Excellence and Support System; and

3.02.10 Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2802 and § 6-17-2804

4.0 DEFINITIONS

4.01 "Artifact" means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

4.01.1 Relates to the evaluation rubric; and

4.01.2 Represents output from one (1) or more of the following, without limitation:

4.01.2.1 Lesson plans or pacing guides aligned with the state standards;

4.01.2.2 Self-directed or collaborative research approved by an evaluator;

4.01.2.3 Participation in professional development;

4.01.2.4 Contributions to parent, community, or professional meetings;

4.01.2.5 Classroom assessments including:

4.01.2.5.1 Unit tests;

4.01.2.5.2 Samples of student work, portfolios, writing, and projects;

4.01.2.5.3 Pre-assessments and post-assessments; and

4.01.2.5.4 Classroom-based formative assessments;

4.01.2.6 District-level assessments including:

4.01.2.6.1 Formative assessments;

4.01.2.6.2 Grade or subject level assessments;

4.01.2.6.3 Department-level assessments; and

4.01.2.6.4 Common assessments;

4.01.2.7 State-level assessments including:

4.01.2.7.1 End-of-course assessments;

4.01.2.7.2 Statewide assessments of student achievement; and

4.01.2.7.3 Career and technical assessments; and

4.01.2.8 National assessments including:

4.01.2.8.1 Advanced placement assessments;

4.01.2.8.2 Norm-referenced assessments; and

4.01.2.8.3 Career and technical assessments.

4.02 "Evaluation" means the process under these rules used to:

4.02.1 Assess with evidence what a teacher should know and be able to do as measured by the categories and performance levels of an evaluation framework; and

4.02.2 Promote teacher growth through professional learning.

4.02.3 "Evaluation" does not include a teacher's performance relating to competitive athletics and competitive extracurricular activities.

4.03 "Evaluation framework" means a standardized set of teacher evaluation categories that provide the overall basis for an evaluation.

4.04 "Evaluation rubric" means a set of performance descriptors for each teacher evaluation category in the evaluation framework.

4.05 "Evaluator" means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers. "Evaluator" also includes public charter school administrators who are designated by their public charter schools as evaluators, regardless of whether the public charter school administrators hold an administrator's license. While these rules allow for other school personnel to guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers. Before conducting summative evaluations of teachers pursuant to these rules, a designated evaluator must successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education. Prior to conducting summative evaluations of teachers pursuant to these rules, public charter school administrators who are designated evaluators must also successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education, regardless of whether the public charter school administrators hold an administrator's license.

4.06 "External assessment measure" means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed

individual designated by the evaluator. For public charter schools, the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator or, if no licensed individuals are employed by the public charter school, a degreed teacher employed by the public charter school and designated by the evaluator.

4.07 "Formal classroom observation" means an announced visit to a classroom by an evaluator that:

4.07.1 Is preceded by a pre-observation conference to discuss the lesson plan and objectives;

4.07.2 Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree video technology. The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period;

4.07.3 Facilitates a professional dialogue for the teacher and evaluator; and

4.07.4 Provides essential evidence of the teacher's classroom practices.

4.08 "Formative assessment" means an evaluation of a student's learning that is given before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction.

4.09 "Informal classroom observation" means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:

4.09.1 Unannounced; or

4.09.2 For a shorter period of time than a formal classroom observation.

4.10 "Intensive support status" means the employment status administered under this subchapter that is assigned to a teacher under Ark. Code Ann. § 6-17-2807 and Section 7.0 of these rules.

4.11 "Interim teacher appraisal" means a form of evaluation, other than a summative evaluation, that:

4.11.1 Provides support for teaching practices; and

4.11.2 Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation categories of a summative evaluation.

4.12 "Novice teacher" means a teacher having less than one (1) school year of public school classroom teaching experience.

4.13 "Post-observation conference" means a conference between the teacher and evaluator following a formal classroom observation to discuss:

4.13.1 The evaluator's observations; and

4.13.2 Artifacts presented by the teacher after the formal classroom observation.

4.14 "Pre-observation conference" means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation.

4.15 "Probationary teacher" means the same as probationary teacher under Ark. Code Ann. § 6-17-1502.

4.16 "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:

4.16.1 The Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq.; or

4.16.2 A program of Common Core assessments administered under rules of the State Board of Education.

4.17 "Summative assessment" means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course.

4.18 "Summative evaluation" means an evaluation of a teacher's performance that evaluates all categories of the evaluation framework that supports:

4.18.1 Improvement in the teacher's teaching practices and student achievement; and

4.18.2 A school district's employment decision concerning the teacher.

4.19 "Teacher" means a person who is:

4.19.1 Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

4.19.2 Employed in a public school as a:

4.19.2.1 Classroom teacher engaged directly in instruction with students in a classroom setting;

4.19.2.2 Guidance counselor;

4.19.2.3 Library media specialist;

4.19.2.4 Special education teacher; or

4.19.2.5 The following teachers who instruct public school students:

4.19.2.5.1 Distance learning teachers;

4.19.2.5.2 Virtual charter school teachers;

4.19.2.5.3 Teachers at the Arkansas School for the Blind;

4.19.2.5.4 Teachers at the Arkansas School for the Deaf;

4.19.2.5.5 Teachers at the Arkansas Correctional School;

4.19.2.5.6 Instructional facilitators and instructional coaches; and

4.19.2.5.7 Teachers employed by education service cooperatives who instruct public school students.

4.19.3 "Teacher" also includes a nonlicensed classroom teacher employed at a public charter school under a waiver of teacher licensure requirements granted by the State Board of Education in the charter.

4.19.4 "Teacher" does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator.

4.20 "Teacher Excellence and Support System" means a statewide teacher evaluation system that provides support, collaboration, feedback and targeted professional development opportunities aimed at ensuring effective teaching and improving student learning.

4.21 "Tested content area" means a teaching content area that is tested under a statewide assessment of student achievement.

Source: Ark. Code Ann. § 6-17-2803 as modified

5.0 SUMMATIVE EVALUATIONS

5.01 The evaluation framework for a summative evaluation for a classroom teacher shall include:

5.01.1 The following teacher evaluation categories (or domains):

5.01.1.1 Planning and preparation;

5.01.1.2 Classroom environment;

5.01.1.3 Instruction; and

5.01.1.4 Professional responsibilities; and

5.01.2 An evaluation rubric using nationally accepted descriptors (or components) that consists of the following four (4) performance levels:

5.01.2.1 Distinguished;

5.01.2.2 Proficient;

5.01.2.3 Basic; and

5.01.2.4 Unsatisfactory.

5.02 A summative evaluation shall result in a written:

5.02.1 Evaluation determination for the teacher's performance level on each teacher evaluation category; and

5.02.2 Summative evaluation determination of the teacher's performance level on all teacher evaluation categories as a whole.

5.03 A summative evaluation shall use an appropriate evaluation framework, evaluation rubric, and external assessment measurements for a teacher who is not a classroom teacher, including without limitation:

5.03.1 A guidance counselor;

5.03.2 A library media specialist;

5.03.3 A special education teacher; or

5.03.4 The following teachers who instruct public school students:

5.03.4.1 Distance learning teachers;

5.03.4.2 Virtual charter school teachers;

5.03.4.3 Teachers at the Arkansas School for the Blind;

5.03.4.4 Teachers at the Arkansas School for the Deaf;

5.03.4.5 Teachers at the Arkansas Correctional School;

5.03.4.6 Instructional facilitators and instructional coaches; and

5.03.4.7 Teachers employed by education service cooperatives who instruct public school students.

5.04 In a tested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator shall be external assessment measures chosen by the teacher and evaluator, or by the evaluator if the teacher and evaluator are unable to agree. The other one-half (1/2) of the artifacts in a tested content area shall consist of evidence related to each teacher evaluation category and their respective components and may include the artifacts set forth in Section 5.04.2 of these rules.

5.04.1 Except as provided in Section 5.04.2 of these rules for a nontested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, shall be external assessments.

5.04.2 If an external assessment measure does not exist for the nontested content area, the following types of artifacts may be used to satisfy the external assessment measure requirement under Section 5.04.1 of these rules.

5.04.2.1 Knowledge measures, including without limitation, pre-tests, post-tests, or other written tests;

5.04.2.2 Performance measures used to evaluate student improvement in a particular subject matter during a semester or school year;

5.04.2.3 Attitude/behavior measures used to evaluate student improvement during a semester or school year as reflected in parental and/or student surveys;

5.04.2.4 Student performance in group projects or project-based learning activities; and

5.04.2.5 Schoolwide measures, including without limitation:

5.04.2.5.1 Attendance rate;

5.04.2.5.2 Graduation rate; and

5.04.2.5.3 Literacy scores.

5.05 A summative evaluation process shall include:

5.05.1 A pre-observation conference and post-observation conference;

5.05.2 A formal classroom observation and informal classroom observation;

5.05.3 Presentations of artifacts chosen by the teacher, the evaluator, or both;

5.05.4 An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

5.05.5 A written evaluation determination for each teacher evaluation category and a written summative evaluation determination.

5.05.6 Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and

5.05.7 Feedback from the teacher concerning the evaluation process and evaluator.

5.06 Student growth measures will be included in the summative evaluation process as set forth in Section 14.00 of these Rules.

Source: Ark. Code Ann. § 6-17-2805

6.0 TEACHER SUPPORT COMPONENTS

6.01 Except as provided in Section 6.03 of these rules, a teacher being evaluated and the evaluator, working together, shall develop a professional learning plan for the teacher that:

6.01.1 Identifies professional learning outcomes to advance the teacher's professional skills; and

6.01.2 Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.

6.02 The professional learning plan shall require that at least one-half (1/2) of the professional development hours required by law or rule for a teacher are directly related to one (1) or more of:

6.02.1 The teacher's content area;

6.02.2 Instructional strategies applicable to the teacher's content area; or

6.02.3 The teacher's identified needs.

6.03 If a teacher and evaluator cannot agree on a professional learning plan, the evaluator's decision shall be final.

6.04 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional learning plan.

6.05 Until the teacher is removed from intensive support status, all professional development identified in the professional learning plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.

6.06 Interim teacher appraisals shall be used to support teachers on an ongoing basis throughout the school year and:

6.06.1 Provide a teacher with immediate feedback about the teacher's teaching practices;

6.06.2 Engage the teacher in a collaborative, supportive learning process; and

6.06.3 Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments.

6.07 The interim teacher appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:

6.07.1 A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;

6.07.2 An instructional facilitator;

6.07.3 A curriculum specialist; or

6.07.4 An academic coach for the teacher's content area.

6.07.5 As noted in Section 4.05 of these Rules, while other school personnel may guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers.

6.08 The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:

6.08.1 Provides training, support, and follow-up to novice teachers to increase teacher retention;

6.08.2 Establishes norms of professionalism; and

6.08.3 Leads to improved student achievement by increasing effective teacher performance.

6.08.4 Novice teachers shall undergo mentoring and induction as otherwise set forth by Arkansas law or rules of the State Board of Education.

Source: Ark. Code Ann. § 6-17-2806

7.0 INTENSIVE SUPPORT STATUS

7.01 An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation category of the evaluation framework.

7.02 An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of descriptors in a teacher evaluation category.

7.03 If a teacher is placed in intensive support status, the evaluator shall:

7.03.1 Establish the time period for the intensive support status; and

7.03.2 Provide a written notice to the teacher that the teacher is placed in intensive support status. The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

7.04 The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

7.05 Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.

7.06 The evaluator shall work with the teacher to:

7.06.1 Develop a clear set of goals and tasks that correlate to:

7.06.1.1 The professional learning plan; and

7.06.1.2 Evidence-based research concerning the evaluation category that forms the basis for the intensive support status; and

7.06.2 Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.

7.07 If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status. The teacher shall be offered the support necessary to use formative assessments under these rules during the intensive support status.

7.08 At the end of the specified period of time for intensive support status, the evaluator shall:

7.08.1 Evaluate whether the teacher has met the goals developed and completed the tasks assigned for the intensive support status; and

7.08.2 Provide written notice to the teacher that the teacher either:

7.08.2.1 Is removed from intensive support status; or

7.08.2.2 Has failed to meet the goals and complete the tasks of the intensive support status.

7.09 If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

7.10 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.

7.10.1 A recommendation for termination or nonrenewal of a teacher's contract under these rules shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

7.10.2 When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under Section 7.10 of these rules, the public school:

7.10.2.1 Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., but is exempt from the provisions of Ark. Code Ann. § 6-17-1504(b); and

7.10.2.2 If the public school has substantially complied with the requirements of Section 7.10 of these rules, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq. The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

7.11 These rules do not preclude a public school superintendent from:

7.11.1 Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; or

7.11.2 Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. Ark. Code Ann. § 6-17-1501 et seq.

Source: Ark. Code Ann. § 6-17-2807

8.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

8.01 Each teacher employed by the board of directors of a school district shall be evaluated in writing under the Teacher Excellence and Support System.

8.02 At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school administrator shall:

8.02.1 Bring in writing the problems or difficulties to the attention of the teacher involved; and

8.02.2 Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.

8.03 Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

8.03.1 Novice teacher;

8.03.2 Probationary teacher; or

8.03.3 Teacher who successfully completed intensive support status within the current or immediately preceding school year.

8.04 At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under Section 8.03 of these rules. Nothing in this rule shall be construed to prevent a public school

from conducting a summative evaluation of a teacher more often than one (1) time every three (3) school years.

8.05 In a school year in which a summative evaluation is not required for a teacher under Section 8.04 of these rules, the teacher:

8.05.1 Shall focus on elements of the teacher's professional learning plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

8.05.2 With the evaluator's approval may:

8.05.2.1 Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

8.05.2.2 Conduct self-directed research related to the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806 and Section 6.0 of these rules.

8.06 During the two (2) years in which a summative evaluation is not required, a public school may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the evaluation framework and evaluation rubrics that are relevant to the evaluation.

8.07 A teacher shall:

8.07.1 Participate in the Teacher Excellence and Support System, including without limitation in:

8.07.1.1 Classroom observations; and

8.07.1.2 Pre-observation and post-observation conferences; and

8.07.2 Collaborate in good faith with the evaluator to develop the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806(a) and Section 6.0 of these rules. If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final.

8.07.3 A failure to comply with Section 8.07 of these rules may be reflected in the teacher's evaluation.

8.08 A public school that in the 2012-2013 and 2013-2014 school years uses a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System may continue to use that system and is deemed to have met the requirements of Section 8.0 of

these rules. In order for a public school to continue to use an alternate, nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System beyond the 2013-2014 school year, the public school shall submit the following in writing to the Arkansas Department of Education, Assistant Commissioner for Human Resources and Licensure, by December 31, 2012:

8.08.1 The name of the alternate, nationally recognized system of teacher evaluation and support; and

8.08.2 A brief description of the alternate, nationally recognized system of teacher evaluation and support, including an explanation of how it is substantially similar to the Teacher Excellence and Support System.

8.08.3 The Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure shall, by March 31, 2013, approve or deny the continued use of the alternate, nationally recognized system of teacher evaluation and support beyond the 2013-2014 school year.

Source: Ark. Code Ann. § 6-17-1504 and § 6-17-2808

9.0 ADMINISTRATOR EVALUATIONS

The Department of Education shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators that weight an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2809

10.0 INCORPORATION INTO SCHOOL DISTRICT CONTRACTS AND POLICIES

10.01 Pursuant to Ark. Code Ann. § 6-13-1305, the policy adopted by local school district boards of directors to implement site-based decision making shall address teacher evaluations, professional learning plans, and teacher support under the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 et seq.

10.02 Every teacher contract renewed or entered into after July 27, 2011 is subject to and shall reference Title 6, Chapter 17, Subchapter 28 of the Arkansas Code.

Source: Ark. Code Ann. § 6-13-1305 and § 6-17-2808

11.0 PROFESSIONAL DEVELOPMENT, LICENSING AND FUNDING

11.01 Pursuant to Ark. Code Ann. § 6-15-1004, to renew a teaching license, a teacher shall participate in continuing education and professional development:

11.01.1 Based on the teacher's evaluation and professional learning plan under the Teacher Excellence and Support System;

11.01.2 As required under Ark. Code Ann. § 6-17-704 and other law; and

11.01.3 As required by the State Board of Education.

11.02 Licensed personnel may earn the twelve (12) hours of professional development credit required under Ark. Code Ann. § 6-17-405 through online professional development credit approved by the Department of Education and related to the:

11.02.1 School district's Arkansas Comprehensive School Improvement Plan; or

11.02.2 Teacher's professional learning plan under the Teacher Excellence and Support System.

11.03 A teacher shall complete any missed hours of professional development through professional development that is:

11.03.1 Substantially similar to the professional development missed and approved by the person responsible for the teacher's summative evaluation under the Teacher Excellence and Support System; and

11.03.2 Delivered by any method, online or otherwise, approved by the Department of Education under the State Board of Education rules.

11.04 Funding for professional development for teachers in Arkansas public schools required under the Teacher Excellence and Support System, other law or rule, or by the school district shall be used for professional development activities and materials that:

11.04.1 Improve the knowledge, skills, and effectiveness of teachers;

11.04.2 Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills;

11.04.3 Lead to improved student academic achievement; and

11.04.4 Provide training for school bus drivers as outlined in rules promulgated by the State Board of Education.

Source: Ark. Code Ann. § 6-15-1004; § 6-17-704; § 6-17-705; and § 6-20-2305

12.0 SCHOOL PERFORMANCE REPORT

Beginning with the 2017-2018 school year, for the school year covered by a school performance report pursuant to Ark. Code Ann. § 6-15-1402, the school performance report shall include:

12.01 The total number of teachers who are employed in the public school; and

12.02 Of that total, the number who meet each of the following criteria:

12.02.1 Highly qualified teacher;

12.02.2 Identified as proficient or above under the Teacher Excellence and Support System for the school; and

12.02.3 Certified by the National Board for Professional Teaching Standards.

Source: Ark. Code Ann. § 6-15-1402

13.0 EFFECTIVE DATE

Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under these rules established by the State Board of Education.

Source: Ark. Code Ann. § 6-17-2808

14.0 ~~APPLICABLE~~ STUDENT GROWTH ~~MODELS~~ MEASURES

14.01 The following student growth measures will be incorporated into the summative evaluation process prior to the implementation of the PARCC assessment system:

14.01.1 In grades and subjects where growth model data are available, and of sufficient number of students to support reliable inferences, ACTAAP assessments will be used as external assessments in the determination of teacher's ratings.

14.01.2 No teacher will be designated as Distinguished unless that teacher's summary growth statistics meet or exceed a threshold of growth among all teachers in the state.

14.01.3 If a teacher's summary growth statistics do not meet the applicable threshold of growth for the two consecutive years immediately preceding the teacher's evaluation, the teacher's summative evaluation determination set forth in Section 5.02.2 of these rules shall be lowered by one performance level.

14.01.4 Prior to the start of the 2012-2013 school year, the Department of Education shall establish the applicable growth threshold and will disseminate that threshold to all public school districts and open-enrollment charter schools.

14.0~~1~~2 In order to allow for further review of the proposed Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, the Arkansas Department of Education shall establish applicable growth models following the full implementation of the PARCC assessment system. Beginning with the 2015-2016 school year, the PARCC assessment will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.

14.0~~2~~3 The applicable growth models established by the Arkansas Department of Education shall be used for all growth determinations necessary for compliance with these rules and the Teacher Excellence and Support System.

A Guide for Professional Development Planning for Implementation of the Common Core State Standards

Arkansas Department of Education
November 2011
Updated February 2012

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

ARKANSAS DEPARTMENT OF EDUCATION
LEADERSHIP SUPPORT SERVICE

Forward: Professional Learning

The adoption of the Common Core State Standards (CCSS) in English Language Arts and Mathematics by the Arkansas State Board of Education on July 12, 2010, serves as a catalyst for the transformation of K-12 education in Arkansas. Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, will require sustained professional development efforts in all Arkansas schools during the next three years.

This transition period between the adoption of the CCSS in 2010 and the first administration of the assessment of the CCSS in 2014-15 school year requires a phased approach for Arkansas districts and schools, with successive levels of implementation, each a prerequisite for the next phase.

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards

Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

Each of the phases demands intensive professional learning at the local level.

Research has shown that successful professional learning requires a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement," *Learning Forward* (formerly the National Staff Development Council).

Learning Forward's Standards for Professional Learning (revised 2011) outline characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results:

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Educators in districts and schools across Arkansas will need systems that incorporate these research-based elements of practice to create a coherent, consistent culture of learning.

A Guide for Professional Development Planning for Implementations of the Common Core State Standards lays out in detail the priorities that are the most significant and that will take both time and effort to fully implement in Arkansas classrooms. Many educators have already begun to explore the CCSS and how the standards will impact their existing curriculum and instructional practices. However, all educators and students will benefit – in the short term and long term – from the guidance in these recommendations for professional learning. There is significant work to be done, and we urge

curriculum directors, instructional leaders, instructional facilitators, and teachers to review this document carefully and make thoughtful choices for the necessary transition in their schools.

The CCSS, powered by effective professional development systems, are a significant driver of the transformation of education in Arkansas. A truly effective implementation of the CCSS demands innovation in learning environments, technology, and systems that support all students to meet rigorous 21st century expectations. This document serves as a professional development guide for districts and schools in their implementation of the CCSS. It will evolve and grow as new resources are created or identified and further connections are mapped to a new course for education in Arkansas.

TABLE OF CONTENTS

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states	6
Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards	10
Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students	14
Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.	17
SUMMARY of Recommendations	19
Attachment A: A list of Hunt Institute Videos	21
Attachment B: ELA and Literacy – state sponsored professional development opportunities	28
Attachment C: Mathematics – state sponsored professional development opportunities	47

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

A thorough understanding of the CCSS must begin with a close reading of the standards themselves, as well as the introduction and the appendices. Educators should be brought together to examine both the grade-specific standards for each strand and the progressions that build knowledge and skills from grade to grade. Discussion should focus on the meaning of each standard, including content and skills, and its implications for instruction, curriculum and assessment. Districts should outline a strategic plan with goals for implementing Common Core State Standards and assessments. The goals will drive the evaluation of the district plan.

Phase One Recommendations for Professional Development

1. **All educators will be aware of the CCSS vision and will be familiar with the CCSS documents. (References A-D)**
2. **All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready. (References E-F)**
3. **Educators will identify the student behaviors of learners that are college and career ready. (Reference G)**

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. Every educator should have access to the Common Core State Standards. Educators will need to read the standards very closely. Educators should read all components of the standards documents including the introduction and explanation pages throughout the document. Reading one grade level is not enough to fully understand the impact of CCSS. http://www.corestandards.org/the-standards Educators may want to view the standards in a different format.
   - ELA http://www.corestandards.org/the-standards/english-language-arts-standards
   - Mathematics http://www.corestandards.org/the-standards/mathematics

B. Read the What, Why and How of CCSS on the website. Watch the ADE video and discuss the impact on Arkansas. Check educator's understanding of the CCSS vision. http://www.commoncorearkansas.org/

C. Identify a facilitator to lead the whole group or small groups through a book walk of the CCSS documents. The facilitator may use the following presentations as guides. Please note these presentations are available in PPTX on the ADE website. http://arkansased.org/educators/curriculum/common_core.html
   a. Examining the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
   http://arkansased.org/educators/pdf/curriculum/ccss_english_021511.pdf
   b. Examining the Common Core State Standards for Mathematics
   http://arkansased.org/educators/pdf/curriculum/ccss_math_021511.pdf

D. Watch the Hunt Institute Videos.
   a. *Common Core State Standards: Principles of Development*
   http://www.youtube.com/user/TheHuntInstitute#p/u/3/d1MVErnOD7c
   b. *The English Language Arts Standards: Principles of Development/ What They Are and Who Developed Them* http://www.youtube.com/user/TheHuntInstitute#p/search/1/d1MVErnOD7c
   c. *The Mathematics Standards: How They Were Developed and Who Was Involved*
   http://www.youtube.com/user/TheHuntInstitute#p/u/4/dnjbwJdcPjE

E. Identify a facilitator to lead the whole group or small groups through a closer look at the CCSS documents. The facilitator may use the following presentations as guides. Please note these presentations are available in PPTX on the ADE website. http://arkansased.org/educators/curriculum/common_core.html
   a. Building a Deeper Understanding of the Common Core Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects
   http://arkansased.org/educators/pdf/curriculum/ccss_ela_042611.pdf
   b. Building a Deeper Understanding of the Common Core Standards for Mathematics
   http://arkansased.org/educators/pdf/curriculum/ccss_math_051711.pdf

F. Watch the Hunt Institute Videos.
   a. *The English Language Standards: Key Changes and their Evidence*
   http://www.youtube.com/user/TheHuntInstitute#p/u/5/JDzTOyxRGLI
   b. *The Mathematics Standards: Key changes and their Evidence*
   http://www.youtube.com/user/TheHuntInstitute#p/u/15/BNP5MdDDFPY

G. Compare the Student Behaviors expected in the CCSS. The ELA document outlines the portrait of students (seven capacities) on page 7. The Math document identifies eight Standards for Mathematical Practice on pages 6-8. The Framework for K-12 Science Education identifies eight Scientific and Engineering Practices in chapter 3. These expectations are observable behaviors that a college and career ready learner develops and strengthens over time (K-12). Evidence of this development should indicate strategic use of these practices as the learner works through

new experiences and problems. Check educators understanding of the progressions and practices noted in the standard documents.

a. ELA (page 7) http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
b. Mathematics (pages 6-8) http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
c. Science (chapter 3) Please note you can download a free PDF http://www.nap.edu/catalog.php?record_id=13165

Figure A: Student Practice and Capacities

ELA Capacities	Mathematical Practice	Scientific and Engineering Practices
Demonstrate independence	Make sense of problems and persevere in solving them	Asking questions (for science) and defining problems (for engineering)
Build strong content knowledge	Reason abstractly and quantitatively	Developing and using models
Respond to the varying demands of audience, task, purpose, and discipline	Construct viable arguments and critique the reasoning of others	Planning and carrying out investigations
Comprehend as well as critique	Model with mathematics	Analyzing and interpreting data
Value evidence	Use appropriate tools strategically	Using mathematics, information and computer technology, and computational thinking
Use technology and digital media strategically and capably	Attend to precision	Constructing explanations (for science) and designing solutions (for engineering)
Come to understand other perspectives and cultures	Look for and make use of structure	Engaging in argument from evidence
	Look for and express regularity in repeated reasoning	Obtaining, evaluating, and communicating information

For further study:
Examine all of the resources in the Introduction and Steps 1-3 of *What Every Arkansas Educator Needs to Know About Common Core State Standards*.
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Read more about the Common Core State Standards. See the mission statement and About the Standards tab.
http://www.corestandards.org/

Arkansas is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Examine the information on each page. To register for the latest information from PARCC, educators may enter their email address in the top right corner under "Stay Informed". http://www.parcconline.org/

Read the NEA Policy Brief, Common Core State Standards: A Tool for Improving Education. http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf

View a video and read additional documents regarding the purpose of CCSS from the Hunt Institute. For more videos see Attachment A.
http://www.hunt-institute.org/knowledge-library/articles/2010-4-22/understanding-common-core-state-standards-thomas-b-fordham-institute/

Reflection:
Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Two when educators have met three objectives:

1. All educators will be aware of the CCSS vision and will be familiar with the CCSS documents.
2. All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready.
3. Educators will identify the student behaviors of learners that are college and career ready.

Educators may need to return to actions in Phase One to clarify understandings about the standards, to revisit the learning progressions and/or to evaluate the progress of students in developing the practices and capacities.

Parents and Community:
A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the vision for CCSS and where information can be located. Please guide parents and community to the ADE Common Core website. http://www.commoncorearkansas.org/

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the ELA and mathematics standards

Beyond a close reading, the CCSS will require intensive, sustained professional development initiatives at the district and school levels during the next several years in order to effectively implement the instructional shifts in the CCSS. There is new learning for all educators implicit in the concepts contained in the standards. The Arkansas Department of Education, together with a group of our professional development partners, has defined priorities for going deeper into the instructional shifts implicit in the CCSS for ELA and Mathematics. All Arkansas educators must be thoughtfully engaged in the ongoing professional learning necessary to improve the learning of all students in the 21st century.

Phase Two Recommendations for Professional Development

1. Educators will identify significant instructional shifts in ELA and mathematics. (References A-C)
2. Educators will identify and participate in targeted, professional learning needed to implement CCSS. (Reference D)

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. Educators will work in collaborative groups to study the PARCC Model Content Frameworks. Conversations in grade level and vertical teams should focus on the recommendations in the framework documents and the impact on student learning.
   a. English Language Arts/Literacy Grades 3-11
      http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy_Fall%202011%20Release%20%28rev%29.pdf
   b. Listen to the authors of the PARCC Model Content Frameworks for ELA - Literacy and view the PowerPoint.
      http://www.parcconline.org/parcc-content-frameworks
   c. Mathematics Grades 3-11
      http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf
   d. Listen to the authors of the PARCC Model Content Frameworks for Mathematics and view the PowerPoint.
      http://www.parcconline.org/parcc-content-frameworks

B. Educators will work in collaborative groups to identify the significant instructional shifts in CCSS. A team of educators has identified instructional shifts for ELA and mathematics. Please see the attachments to study each instructional shift. Grade level teams and vertical teams should discuss the impact of these instructional shifts. Encourage teams to reference professional texts to learn more about each instructional shift.
   a. ELA – Please study the **English Language Arts Big Shifts** and **Overview of the ELA Big Shifts** documents on 5C. of the Strategic Plan page of the IDEAS Common Core website. http://ideas.aetn.org/commoncore/strategic-plan
   b. Mathematics – Please study the **Big Shifts in Math Content K-8** and the **Big Shifts in Math Pedagogy K-12** documents on 5C. of the Strategic Plan page of the IDEAS Common Core website. http://ideas.aetn.org/commoncore/strategic-plan

C. Educators will work in collaborative groups to examine and discuss learning progressions. This requires a deeper analysis of the grade level standards and much conversation and reflection from educators. Common Core State Standard Institute #4 will address learning progressions. Date: May 10, 2012: See the website for more information. www.arkansasideas.org/commoncore
   a. ELA
   Heritage, M. (2008). *Learning progressions: Supporting instruction and formative assessment*. Washington, D.C.: The Council of Chief State School Officers. Despite familiarity with curricula and standards, many teachers have little understanding of how student-learning progresses, which affects their ability to formatively, assess learning in the classroom. Heritage argues that explicit learning progressions—descriptions of how students move toward successively more sophisticated levels of knowledge and understanding in specific subjects—can help provide teachers with the information they need to determine where student learning lies in relation to standards and what to do in order to move students toward desired outcomes. Heritage provides various definitions, examples, and methods for developing learning progressions, addressing the implications for instruction and formative assessment. http://www.ccsso.org/Documents/2008/Learning_Progressions_Supporting_2008.pdf
   b. Mathematics
   The Common Core Standards Writing Team. (2011, April 7). *Progressions for the Common Core State Standards in mathematics (draft): K-5, number and operations in base ten*. Authors of the Common Core State Standards (CCSS) along with other experts, are beginning to update and refine these learning progressions, descriptions of the steps through which the typical student's learning progresses from novice to expert understanding in a given topic, to serve as essential companions to the standards themselves.

These two documents—"K-5, Number and Operations in Base Ten" and "6-8, Expressions and Equations" —are recently released drafts of these revised progressions which lay out a pathway for student learning. http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf

The Common Core Standards Writing Team. (2011, April 22). *Progressions for the Common Core State Standards in mathematics (draft): 6-8, expressions and equations*. Authors of the Common Core State Standards (CCSS) along with other experts, are beginning to update and refine these learning progressions, descriptions of the steps through which the typical student's learning progresses from novice to expert understanding in a given topic, to serve as essential companions to the standards themselves. These two documents—"K-5, Number and Operations in Base Ten" and "6-8, Expressions and Equations" —are recently released drafts of these revised progressions which lay out a pathway for student learning. http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_ee_2011_04_25.pdf

Daro, P., Mosher, F., & Corcoran, T. (2011). *Learning trajectories in mathematics: A foundation for standards, curriculum, assessment, and instruction*. Consortium for Policy Research in Education. This report provides an introduction to work being done in the area of learning trajectories to improve mathematics instruction and guide the development of better curriculum and assessments. By focusing on the identification of significant and recognizable clusters of concepts and connections in students' thinking, the authors argue that learning trajectories offer a stronger basis than traditional "scope and sequence" approaches for describing the interim goals that students should meet if they are to achieve college and career readiness. In addition, trajectories provide reference points for designing both summative and formative assessments that offer more useful feedback for instruction than assessments that compare where students stand in comparison with their peers. The report includes background on the origins of this approach, implications for classroom practice, recommendations for next steps, and examples of learning trajectories.
http://www.cpre.org/ccii/images/stories/ccii_pdfs/learning%20trajectories%20in%20math_ccii%20report.pdf

Hess, Karin K., (Ed.) December 2010. *Learning Progressions Frameworks Designed for Use with the Common Core State Standards in Mathematics K-12.* National Alternate
Assessment Center at the University of Kentucky and the National Center for the Improvement of Educational Assessment, Dover, N.H. (updated- v.3)
http://www.nciea.org/publications/Math_LPF_KH11.pdf

D. Educators will work in collaborative groups to identify targeted, professional learning needed to implement CCSS. Educators will develop an individual professional development plan and collaborate with groups to develop a school professional development plan (to be included in the ACSIP). Professional development for specific learning may be done in job-embedded professional learning communities or in collaborative group settings. Please remember to include all educators in the professional development plan (i.e. SPED, ELL, G/T, content, fine arts, etc.…). Arkansas Department of Education in collaboration with education cooperatives and university STEM centers will provide targeted professional development in a variety of formats: face-to-face workshops with online support, blended online with face-to-face collaboration, and facilitated online courses. See the attachments for the complete listing of available targeted, professional development available from ADE and partners.
    a. ELA – See Attachment B
    b. Mathematics - See Attachment C

For further study:
Examine all of the resources in Step 3 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Reflection:
Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Three when educators have met two objectives:
1. Educators will identify significant instructional shifts in ELA and mathematics.
2. Educators will identify and participate in targeted, professional learning needed to implement CCSS.

Educators may need to return to actions in Phase Two to evaluate or clarify understandings about the learning progressions and/or to evaluate how the professional development has supported improvements in professional learning as evidence by student learning.

Parents and Community:
A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the commitment for continued professional learning and the impact for student learning. The National PTA website has many tools that may enhance your collaboration with parents and community. http://www.pta.org/4034.htm

Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students

A deep understanding of the CCSS is essential to educators as they begin to analyze curriculum, instructional practices and assessment. During the next few years, educators will need to plan to utilize data to review and revise curriculum, instructional practices, and assessments to better support student learners to meeting the goal of college and career readiness. This job-embedded professional development involves grade-level groups and vertical teams utilizing data to make decisions.

Phase Three Recommendations for Professional Development

1. **All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards. (Reference A)**
2. **All educators will access the full range of assessment strategies to ensure success for all students. (Reference B)**

References/Resources:
These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. Educators will work in collaborative teams to develop and adopt curriculum that is aligned to the Common Core State Standards. Educators should examine instructional materials (current and potential purchases) for alignment to the rigorous standards of CCSS. The work of curriculum design and instructional materials selection should follow a process of instruction (based on the curriculum), gathering data on student progress, professional teams reflecting on the process and progress, making adjustments and needed revisions to curriculum, instruction and assessment, and repeating this process. A transition plan will be needed as grade spans begin the implementation of CCSS to ensure that all students receive grade level instruction as required by CCSS.
    a. ELA
    Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2 by David Coleman and Susan Pimentel.
    http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf

Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12 by David Coleman and Susan Pimentel.
http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf
English Language Arts Instructional Resource Analysis Tool for the Common Core State Standards
www.arkansasideas.org/commoncore

b. Math
Curriculum Analysis Tool developed by Bill Bush. This tool can be downloaded from www.commoncoretools.wordpress.com by scrolling down to Curriculum Analysis Tool.
Two-Tiered Approach to Analyzing Mathematics Instructional Resource Materials
www.arkansasideas.org/commoncore

B. Educators will develop an assessment system that is aligned to the Common Core State Standards. Considerable focus should be given to formative assessment. Collaborative teams of educators will meet in professional learning communities to examine student work and provide feedback regarding the curriculum, instructional practices, and assessment system.
   a. CCSS Institute #2 Assessment Literacy, January 31, 2012.
   http://ideas.aetn.org/commoncore/institutes#institute-2
   b. Heritage, M. (2007). *Formative Assessment Model.* Assessment and Accountability Center (AACC)/National Center for Research on Evaluation, Standards and Student.
   http://www.nycomprehensivecenter.org/docs/form_assess/ModelofFormativeAssessment.pdf
   c. Wylie, E.C. (2008). *Formative Assessment: Examples of Practice.* Washington, D.C.: The Council of Chief State School Officers. http://www.ccsso.org/Documents/2008/Formative_Assessment_Examples_2008.pdf
   d. McManus, S. (2008). *Attributes of Effective Formative Assessment*. Washington, D.C.: The Council of Chief State School Officers. http://ccsso.org/Documents/2008/Attributes_of_Effective_2008.pdf
   e. Heritage, M. (2008). What is Formative Assessment and Where Does it Fit in the Big Picture? PowerPoint presentation.
   http://researchtoactionforum.org/resources/resources_pdfs/by_topic/Margaret-Heritage-PPT.pdf

For further study:
Examine all of the resources in the Introduction and Steps 4-5 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Reflection:
Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Four when educators have met two objectives:

1. All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards.
2. All educators will access the full range of assessment strategies to ensure success for all students.

Educators will need to return to actions in Phase Three to review and evaluate curriculum, instruction and assessment.

Parents and Community:
The Parent's Guide to Success provides suggestions for supporting the implementation of CCSS.
http://www.pta.org/4446.htm
A webinar about the Parent's Guide to Success is accessible on the right side of the webpage, under the header Webinar Information. http://www.pta.org/4446.htm

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

To maximize all resources (human and capital) educators will need to examine all aspects of the learning system and determine what should be sustained, revised, or deleted. Throughout this phase, educators will need to discuss, learn, and search for information. On-going work will be done in this phase. All educators should be moved to action by the strategic plan.

Phase Four Recommendations for Professional Development

1. **Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Strategic plans will be updated to reflect learning. (References A-B)**

References/Resources:
These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. Educators will analyze new supporting documents and make adjustments to curriculum, instruction, and assessment as needed. The PARCC consortium plans to post future documents on their website http://www.parcconline.org/classroom such as:
    a. Content Frameworks
    b. Sample Instructional Units
    c. Sample Assessment Tasks
    d. Text Complexity Tool
    e. Educator Cadres
    f. Professional Development Assessment Modules
    g. College-Ready Tools
B. Educators will work collaboratively to collect and analyze data, reflect on the progress of meeting the goals of CCSS, and make needed revisions to the school's strategic plan. Educators may use tools such as:
    a. Standard Assessment Inventory (SAI) - The Arkansas Department of Education provides access for every Arkansas district and school to Learning Forward's Standard Assessment Inventory (SAI). http://www.sai-

learningforward.org/ Tokens for taking and reviewing the survey are available by contacting the Teacher Center Coordinator at your local education cooperative. Tokens are updated each semester.

b. Classroom Walk-through (CWT) –The Arkansas Department of Education provides access for every Arkansas district and school to utilize Teachscape's online CWT data collection and reporting system. The Arkansas CWT Standard Survey is available to all districts and schools. Contact your local education cooperative if you are interested in CWT training. Districts may customize a survey by contacting Deborah.Coffman@arkansas.gov
Learn more about CWT on Arkansas IDEAS:
Teachscape's Classroom Walkthrough (CWT) 3.0 offers both a process and a technology to help instructional leaders promote, support, and sustain data-informed instructional improvement and higher student achievement. The Classroom Walkthrough process provides a framework for the walk and for the reflective discussions, data analysis, action planning, and progress monitoring that follows. Teachscape's Classroom Walkthrough technology provides instructional leaders with an easy-to-use data collection, reporting, and analysis system, which tracks improvement relative to research-based indicators. Additionally, there are multiple online modules to support the implementation and understanding of the CWT process. http://lms-1.aetn.org/?redir=course&id=1001380

For further study:
Examine all of the resources in Step 6 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Reflection:
A school will move back and forth through the four phases as educators encounter new professional learning and/or reflect on student learning. These phases are meant to be a process for considering professional learning that promotes the full implementation of the Common Core State Standards. Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS.

Parents and Community:
Educators will need to continue to communicate their CCSS plan to parents and community. Be sure to post information on your school website. Encourage parents and community to participate in collaborative committees in support of the school's strategic plan.

SUMMARY of Recommendations:

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

- All educators will be aware of the CCSS vision and will be familiar with the CCSS documents.
- All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready.
- Educators will identify the student behaviors of learners that are college and career ready.

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards

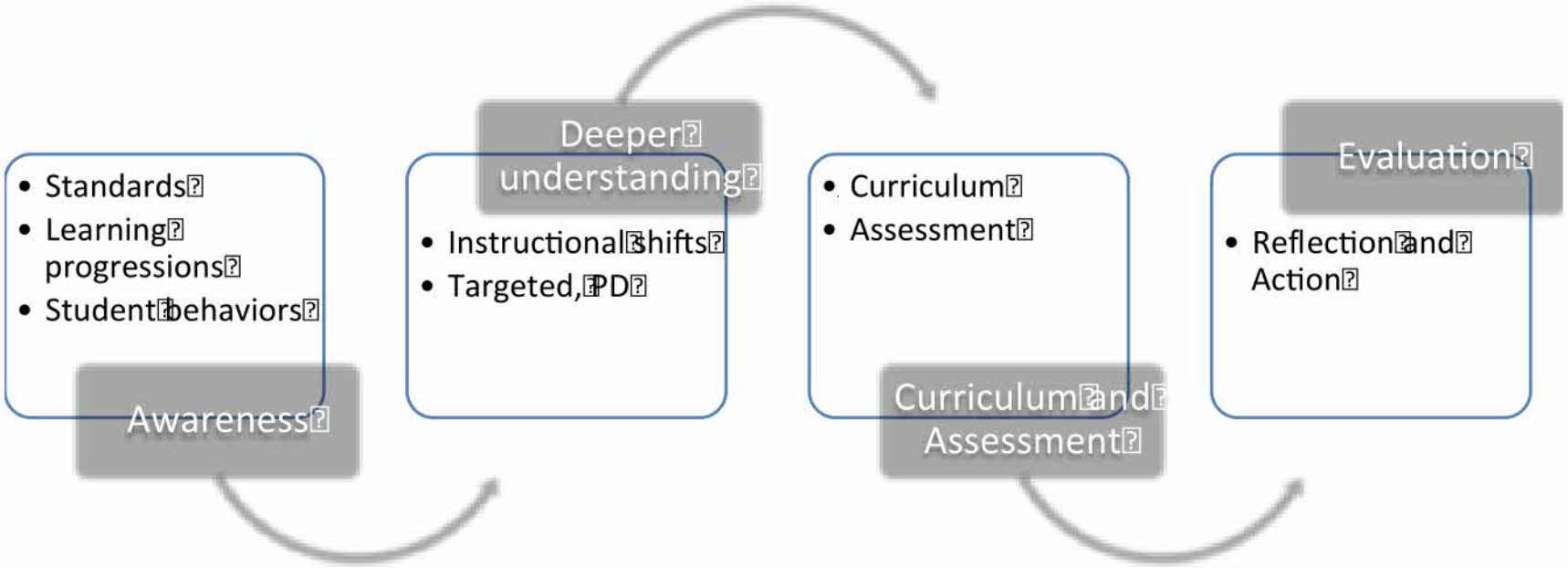
- Educators will identify significant instructional shifts in ELA and mathematics.
- Educators will identify and participate in targeted, professional learning needed to implement CCSS.

Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students

- All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards.
- All educators will access the full range of assessment strategies to ensure success for all students.

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

- Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Strategic plans will be updated to reflect learning.


Awareness
• Standards
• Learning progressions
• Student behaviors
Deeper understanding
• Instructional shifts
• Targeted, PD
Curriculum and Assessment
• Curriculum
• Assessment
Evaluation
• Reflection and Action

Attachment A: A list of Hunt Institute Videos

Hunt's Institute Videos

These vignettes were developed to help diverse groups – educators, policymakers, parents –better understand the breadth and depth of the Standards and how they will improve teaching, make classrooms better, create shared expectations, and cultivate lifelong learning for all students.

Disclaimer

This video series is meant to be a learning tool that, accompanied by the Standards themselves, will bring greater meaning and understanding to educators, policymakers, parents, and the public as a whole. Viewing these videos alone does not provide comprehensive understanding about the Standards and their benefits for states. The video vignettes are not intended to substitute for deep exploration and discussion of the Standards. They are not curricula, nor are they instructional materials. They are meant to illustrate, give context, and expand upon the Standards themselves—and should always be used in concert with supporting documents and their appendices.

Title	Time	Writers	Short Description
Common Core State Standards: A New Foundation for Student Success	2:53	N/A	• Animated introductory segment • History of Standards, development • Promise of college-and-career ready students
The English Language Arts Standards: What They Are and Who Developed Them	8:00	David Coleman Susan Pimentel	• Detailed description of development process • General discussion of ELA standards • Five principles of development

The English Language Arts Standards: Key Changes and their Evidence	6:24	David Coleman Susan Pimentel	• Historical context of the need for change in ELA Standards • Five critical shifts from earlier standards: text complexity; analysis, inference and evidence; writing to sources; mastery of writing and speaking; academic vocabulary • Importance of academic vocabulary, especially for English Learners
Writing to Inform and Make Arguments	3:35	David Coleman Susan Pimentel	• Required mastery of three kinds of writing • Analytical writing • Rendering complex information clearly • Student writing styles/multiple disciplines
The Balance of Informational and Literary Texts in K-5	2:14	Susan Pimentel	• Shift the balance to 50 percent informational texts and 50 percent literature in elementary grades • Importance of balance in preparing for later grades and non-literary texts
Literary Non-Fiction in Grades 6-12: Opening New Worlds for Teachers and Students	1:33	Susan Pimentel	• Expanded use of literary non-fiction in later grades • In-depth discussion about the value of teacher expertise in cultivating students' deeper understanding of complex and varied texts
Literary Non-Fiction in the Classroom: Opening New Worlds for Students	2:27	David Coleman	• Opportunities for students to delve more deeply into more varied texts, especially literary non-fiction • Addresses student engagement with many sources: e.g. the *Preamble to the Constitution*, Lincoln's *Gettysburg Address*, and King's *Letter from a Birmingham Jail.*
Literacy in Other Disciplines	3:50	David Coleman	• How ELA Standards apply – and require mastery – across several disciplines (History/Social Studies, Science, and Technical Subjects) • In-depth discussion of Madison and *Federalist Paper 51*
Text-Dependent	10:20	David	• In-depth analysis and discussion of Dr. King's Letter from a Birmingham Jail

Analysis in Action: Examples from Dr. Martin Luther King, Jr.'s *Letter from a Birmingham Jail*		Coleman	• Explanation of the cognitive requirements of the Standards • Examples drawn from specific, well-argued paragraphs
Conventions of Standard English Writing and Speaking	1:44	Susan Pimentel	• Asserts the importance of good grammar • Applying complex conventions to writing and speaking as grade levels increase • Discussion of formal and informal communications
Speaking and Listening: The Key Role of Evidence	2:24	Susan Pimentel	• Standards for speaking and listening • Focus on collaboration in multiple settings in work or college • Preparation, respect, and problem-solving in formal and informal situations
The Crucial Role of Higher Education and Business in Developing the Standards	1:42	David Coleman	• Outline of the range of higher education professors and practitioners who were involved • Articulation of business leader involvement
The Mathematics Standards: How They Were Developed and Who Was Involved	8:11	William McCallum Jason Zimba	• General discussion of mathematics standards • Aspirations for mathematics instruction at higher levels • Greater mastery through focus and coherence • Review of groups involved • General discussion of mathematics progressions • What is and is not included at the elementary level • What happens at middle school • Discussion of migration away from strands and into domains of mathematics
The Mathematics Standards: Key Changes and Their Evidence	4:36	William McCallum	• General discussion of mathematics standards and goals • Description of domains and increased focus and coherence • Discussion of domains' discrete life spans • General description of the differences for high school mathematics, including real

			world applications and modeling
The Importance of Coherence in Mathematics	4:37	William McCallum	• In-depth description of coherence in mathematics, with examples • Need for mathematics domains to fit together for college and career preparation • Flows of the domains in mathematics; moving into a unified whole • Algebra as an example
The Importance of Focus in Mathematics	2:42	Jason Zimba	• First-year college remediation challenges • Mismatch between higher education and K-12 – more mastery of fewer topics vs. covering more • Focus as it relates to teachers' needs to build a solid foundation in early grades • Solid early foundation enabling greater success later
The Importance of Mathematical Practices	4:02	William McCallum Jason Zimba	• Standards for Mathematical practice –processes and proficiencies • Habits of mind of the mathematically proficient student • Description of modeling; applying mathematics outside the math classroom • Using mathematics tools in flexible, sophisticated, and relevant ways across disciplines • Technology, structure, and generalization
Mathematical Practices, Focus and Coherence in the Classroom	1:13	Jason Zimba	• Habits of mind • Coherence and focus • Implications for the classroom
Whole Numbers to Fractions in Grades 3-6	1:57	William McCallum	• Detailed description of the progression from adding and multiplying whole numbers into working with fractions
Operations and Algebraic Thinking	1:52	Jason Zimba	• Detailed description of the three domains of numbers and operations (Operations and Algebraic Thinking; Number and Operations in Base Ten; and Numbers and Operations–Fractions)

			• Arithmetic as a rehearsal for Algebra
High School Math Courses	2:49	William McCallum	• Careful, prescribed sequence of mathematics that builds skills and mastery for elementary and middle school • Explanation of two reasons for a different approach to high school • How mathematics is better connected and cohesive at high school levels • Modeling and probability/statistics in all math subjects
The Importance of Mathematical Progressions	2:02	William McCallum	• Progressions, with examples • Design of math progressions and how they play out in domains over grade spans • Connecting topics logically and sequentially
Mathematical Progressions - From the Student Perspective	3:08	Jason Zimba	• Student-centered discussion of the progressions in domains from one grade to another
Gathering Momentum for Algebra	2:08	William McCallum	• Description of "Algebra Wall" – a challenge for many students under previous standards • Ramp building from kindergarten to Algebra in all domains
Mathematical Fluency: A Balanced Approach	1:56	William McCallum Jason Zimba	• Balance between procedural fluency and conceptual understanding, with examples • Building on required fluencies
Ratio and Proportion in Grades 6-8: Connections to College and Career Skills	1:01	Jason Zimba	• Ratio and proportion—connections in elementary and middle grades and real world application • Foundations for high school mathematics
The Mathematics Standards and the	1:14	Jason Zimba	• General discussion of math standards

Shifts They Require			• for higher math performance • cohesiveness • goals of focus and coherence	Aspirations Links and Meeting
Helping Teachers: Coherence and Focus	1:39	William McCallum	• teachers in drafting math standards • – seeing forward and backward • doing fewer things more deeply • help teachers • highlighted	Role of Coherence Focus— Details that Fractions
Shifts in Math Practice: The Balance Between Skills and Understanding	1:02	William McCallum	• discussion • expectations • between skills and understanding • cognitive demand • for teachers to go more deeply with their students • students to not only "do" the math, but "use" the math	General Clear Balance Higher More time Preparing

Attachment B: State Sponsored Professional Development Opportunities for English Language Arts and Literacy (2012)

Sessions

The Arkansas Department of Education is providing professional development on the essential understandings of implementing the English Language Arts Common Core State Standards (Figure A). Carol Massey, literacy program manager, and ADE and Co-op Literacy Specialists share their understanding of these key points. Each session ends with a question and answer opportunity with an ADE panel. Administrators, curriculum and professional development directors, instructional facilitators and literacy teachers are the intended audience. Each session is recorded and will be accessible on www.arkansasideas.org/commoncore and will be accessible as an online course in the LIBRARY: Common Core in Arkansas IDEAS www.arkansasideas.org

Figure A: Literacy Sessions for CCSS

#1-February 15, 2012 Disciplinary (Content) Literacy Overview 1) Overview of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6-12) 2) Role of content teachers in literacy practices 3) Examining classroom practices 4) Question and answer opportunities with ADE Panel
#2-April 30, 2012 Close Reading of Complex Text Using the Questioning the Author Strategy 1) Defining text complexity and the overarching role it plays in The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects 2) Close reading – the demands of complex text on the reader 3) High yield questioning strategies for student use in comprehending complex text 4) Question and answer opportunities with the ADE Panel

Targeted, Professional Development

The Arkansas Department of Education is providing a variety of professional development opportunities that target specific literacy concepts (Figure B). These targeted sessions will be available in three formats: face-to-face workshops, asynchronous Moodle course with face-to-face learning groups, and asynchronous Moodle course with virtual learning groups. More information about each targeted professional development opportunity will be available on www.arkansasideas.org/commoncore

Figure B: Targeted, Literacy Professional Development Opportunities by Appropriate Grade Levels

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr>
<tr><td colspan="6">Foundational Skills</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Phonics and Structural Analysis</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Informative/Explanatory Writing</td><td>Informative/ Explanatory Writing</td><td colspan="7">Informative/ Explanatory Writing</td></tr>
<tr><td></td><td></td><td colspan="3">Text Complexity</td><td colspan="7">Text Complexity</td></tr>
<tr><td></td><td></td><td></td><td colspan="2">Close Reading</td><td colspan="7">Close Reading</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Vocabulary: Greek and Latin Roots</td><td colspan="7">Vocabulary</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="7">Argumentative Writing</td></tr>
<tr><td colspan="3">How to Conduct Research (available Fall 2012)</td><td colspan="3">How to Conduct Research (available Fall 2012)</td><td colspan="3">How to Conduct Research (available Fall 2012)</td><td colspan="4">How to Conduct Research (available Fall 2012)</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="7">Disciplinary Literacy: Reading History</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="7">Disciplinary Literacy: Reading Science</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

K-5

A variety of targeted professional development opportunities are available to K-5 Arkansas educators (Figure C). Many Arkansas educators are currently enrolled in Early Literacy Learning in Arkansas (ELLA), Effective Literacy for grades 2-4 (ELF) or Smart Step Literacy Lab Classroom Project (Lit Lab). These professional development opportunities are two-year intensive trainings that focus on implementing a comprehensive literacy block. Educators engage in reading and writing workshops that focus on gradual release for learners. These training opportunities have been revised to align to

the ELA CCSS. For more information regarding these opportunities, contact your local cooperative literacy specialists and see information posted on the ADE website.
ELLA: http://www.arkansased.org/pd/smart_start/ella.html
ELF: http://www.arkansased.org/pd/smart_start/effective.html
Lit Lab: http://www.arkansased.org/pd/smart_step/lab.html

Fifth grade English Language Arts teachers may be enrolled in Comprehensive Literacy for Adolescent Student Success (CLASS). Please see more information about CLASS in the Grades 6-12 section below.

Educators may need additional targeted professional development. Figure C outlines additional opportunities for targeted literacy professional development.

Figure C: Professional Development Opportunities for K-5 Literacy

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr>
<tr><td colspan="6">Foundational Skills</td></tr>
<tr><td colspan="4">Phonics and Structural Analysis</td><td colspan="2">Vocabulary: Greek and Latin Roots</td></tr>
<tr><td colspan="4">Informative/Explanatory Writing</td><td colspan="2">Informative/Explanatory Writing</td></tr>
<tr><td></td><td></td><td colspan="4">Text Complexity</td></tr>
<tr><td></td><td></td><td></td><td colspan="3">Close Reading</td></tr>
<tr><td colspan="3">How to Conduct Research</td><td colspan="3">How to Conduct Research</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Grades 6-12
A variety of targeted professional development opportunities are available to Grades 6-12 educators (Figure D). Many Arkansas educators are currently enrolled in Smart Step Literacy Lab Classroom Project (Lit Lab). This professional development opportunity is a two-year intensive training that focuses on implementing a comprehensive literacy block. Educators engage in reading and writing workshops that focus on gradual release for learners. This training opportunity has been revised to align to the ELA CCSS. For more information regarding Literacy Lab, contact Harry Lisle at Harding University hlisle@Harding.edu - Additional information about Literacy Lab is posted on the ADE website.
http://www.arkansased.org/pd/smart_step/lab.html

English Language Arts teachers may be enrolled in Comprehensive Literacy for Adolescent Student Success (CLASS). Comprehensive Literacy for Adolescent Student Success (CLASS) is a two-year professional development opportunity offered by the Arkansas Department of Education and the education service cooperatives. http://www.arkansased.org/pd/class.html It is designed to assist English language arts teachers for grades 5-12 in implementing a comprehensive, research-based approach to literacy instruction. This professional development opportunity is aligned to the CCSS for English language arts and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

Figure D shows the professional development opportunities available to Grades 6-12 Language Arts educators and the alignment of these targeted opportunities with CLASS. Educators enrolled in CLASS will be working on the same big topics of the CCSS but may also desire to participate in the targeted opportunity to learn more about the topic.

Figure D: Professional Development Opportunities for Grades 6-12 English Language Arts Educators

6	7	8	9	10	11	12	
Informative/ Explanatory Writing							CLASS
Text Complexity							
Close Reading							
Vocabulary							
Argumentative Writing							
How to Conduct Research			How to Conduct Research				

The ELA CCSS provide standards for literacy in Science, Social Studies/History and other technical subjects. Educators in grades 6-12 may select any of the targeted professional development opportunities as noted in Figure E. Science educators are encouraged to participate in Disciplinary Literacy: Reading Science. Social Studies educators are encouraged to participate in Disciplinary Literacy: Reading History.

Figure E: Professional Development Opportunities for Grades 6-12 Literacy

6	7	8	9	10	11	12
Informative/ Explanatory Writing						
Text Complexity						

Close Reading	
Vocabulary	
Argumentative Writing	
How to Conduct Research	How to Conduct Research
Disciplinary Literacy: Reading History	
Disciplinary Literacy: Reading Science	

ELA and Literacy Professional Development Modules for 2012

Text Complexity 2-5

Reading complex texts closely is at the heart of the Common Core State Standards (CCSS). This module focuses on exposing students to grade-level texts of appropriate complexity. In addition, it focuses on instruction that reflects a balance of 50 percent informational text and 50 percent literature that students are expected to read in ELA, science, social studies and the arts.

A Three Part Model for measuring text complexity will be used to help participants determine how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Text Complexity 6-12

Reading complex texts closely is at the heart of the Common Core State Standards (CCSS). This module focuses on exposing students to grade-level texts of appropriate complexity. In addition, it focuses on instruction that moves from a balance of 50 percent informational text and 50 percent literature in elementary to a higher emphasis in informational text in secondary (up to 70 percent informational in 12th grade) that students are expected to read in ELA, science, social studies and the arts.

A Three Part Model for measuring text complexity will be used to help participants determine how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Close Reading 3-5

The Common Core State Standards (CCSS) document states that students must acquire the habits of reading independently and closely, which are essential to their future success. Close reading is fundamental for interpreting text. "Reading closely" means developing a deep understanding and a precise interpretation of a text that is based first and foremost on the words themselves. But a close reading does not stop there; rather, it embraces larger themes and ideas evoked and/or implied by the passage itself.

This module provides strategies that will enable participants to design instruction that promotes close reading behaviors such as:

- Understanding your purpose in reading
- Understanding the author's purpose in writing
- Seeing ideas in a text as being interconnected
- Looking for and understanding systems of meaning
- Engaging a text while reading
- Getting beyond impressionist reading
- Formulating questions and seeking answers to those questions while reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Close Reading 6-12

The Common Core State Standards (CCSS) document states that students must acquire the habits of reading independently and closely, which are essential to their future success. Close reading is fundamental for interpreting text. "Reading closely" means developing a deep understanding and a precise interpretation of a text that is based first and foremost on the words themselves. But a close reading does not stop there; rather, it embraces larger themes and ideas evoked and/or implied by the passage itself.

This module provides strategies that will enable participants to design instruction that promotes close reading behaviors such as:

- Understanding your purpose in reading
- Understanding the author's purpose in writing
- Seeing ideas in a text as being interconnected
- Looking for and understanding systems of meaning
- Engaging a text while reading
- Getting beyond impressionist reading
- Formulating questions and seeking answers to those questions while reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Vocabulary: Greek and Latin Roots 4-5

The Common Core State Standards document stresses that the key to students' vocabulary development is building rich and flexible word knowledge. Vocabulary instruction should provide students with strategies that provide a framework for independent vocabulary development.

This module provides strategies that will enable participants to design instruction that promotes behaviors, which increase students' vocabularies such as:

- Using context as a clue to meaning of words
- Using common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of multisyllabic words
- Consulting appropriate reference materials find the pronunciation and clarify the precise meaning of words

L.4.4 and L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies.

Vocabulary 6-12

The Common Core State Standards document stresses that the key to students' vocabulary development is building rich and flexible word knowledge. Vocabulary instruction should provide students with strategies that provide a framework for independent vocabulary development.

This module provides strategies that will enable participants to design instruction that promotes behaviors, which increase students' vocabularies such as:

- Using context as a clue to meaning of words
- Using common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of multisyllabic words
- Identifying and correctly using patterns of word changes that indicate different meanings or parts of speech
- Consulting appropriate reference materials find the pronunciation and clarify the precise meaning of words
- Verifying the preliminary determination of the meaning of a word or phrase

L.6-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies.

Foundational Skills K-5

The Common Core State Standards include standards that address foundational skills, which are directed toward fostering students' understanding and working of knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with a capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated. Students should be taught what they need to learn and not what they already know.

This module will provide an overview of the foundational skills students need in order to achieve grade level expectations. For a deeper study of the phonics foundational skills, enroll in the Common Core State Standards' course: Phonics and Structural Analysis K-3.

RF.K-1.1: Demonstrates understanding of the organization of basic features of print.
RF.K-1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K-5.3: Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.4: Read emergent reader texts wit purpose and understanding.
RF.1-5.4: Read with sufficient accuracy and fluency to support comprehension.

Phonics and Structural Analysis K-3

Required Text: *Phonics and Structural Analysis for the Teacher of Reading,* Tenth Edition, by Barbara J. Fox

The Common Core State Standards emphasize the importance of students reading grade-level, complex texts. In order to make this a reality, students must have strong decoding skills, which are addressed within the standards document.

Phonics instruction gives students the tools they need to decode single syllable words. Structural analysis instruction gives students the strategies they need to break up multisyllabic words into manageable "chunks" enabling them to read and comprehend longer words. This module addresses the phonics and structural analysis instruction that will enable students to decode and comprehend multisyllabic words.

RF.K-2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

L.K-3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K-3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.1-3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.

Argumentative Writing 6-12

The Common Core State Standards (CCSS) put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. A logical argument convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments.

This module addresses strategies the writer uses to craft a convincing argument to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem.

W.6-12.1: Write arguments to support claims with clear reasons and relevant evidence.

How to Conduct Research K-2

The Common Core State Standards (CCSS) are clear in the expectation that students in K-2 will research to build and present knowledge.

This module addresses the learning strategies students need in order to gather information and conduct research.

W.CCR.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

(training will be developed in Fall 2012)

How to Conduct Research 3-5

The Common Core State Standards (CCSS) documents recommend that students are provided the opportunity to compose one extended project that uses research to address a significant topic problem, or issue. This entails gathering and integrating relevant information from several texts on a particular topic or question. Students are expected to have performed research that includes listing sources and summarizing or paraphrasing findings. Students can present their findings in a variety of informal and formal argumentative or explanatory contexts, either in writing or orally. Research aligned with the standards could take one to two weeks of instruction.

This module addresses the learning strategies students need in order to gather information and conduct research.

W.CCR.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

(training will be developed in Fall 2012)

How to Conduct Research 6-8

The Common Core State Standards (CCSS) documents recommend that students are provided the opportunity to compose one extended project that uses research to address a significant topic problem, or issue. This entails gathering and synthesizing relevant information from several texts on a particular topic or question. Students are expected at this stage to have performed research that assesses the accuracy of sources and uses a standard citation format to acknowledge the conclusions of others. Students can present their findings in a variety of informal and formal argumentative or explanatory contexts, either in writing or orally. Research aligned with the standards could take one to two weeks of instruction.

This module addresses the learning strategies students need in order to gather information and conduct research.

W.CCR.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

(training will be developed in Fall 2012)

Informative/Explanatory Writing K-3

The Common Core State Standards (CCSS) document recommends instruction that focuses on three types of writing: argument, informational/explanatory, and narrative. Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

This module will provide grade-appropriate learning strategies to enable students to name a topic, supply relevant facts, and provide closure.

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Informative/Explanatory Writing 4-5

The Common Core State Standards (CCSS) document recommends instruction that focuses on three types of writing: argument, informational/explanatory, and narrative. Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

This module will provide grade-appropriate learning strategies to enable students to write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Informative/Explanatory Writing 6-12

The Common Core State Standards (CCSS) document recommends instruction that focuses on three types of writing: argument, informational/explanatory, and narrative. Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

This module will provide grade-appropriate learning strategies to enable students to write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

ELLA (Early Literacy Learning in Arkansas) Update – Aligning Instruction to Common Core State Standards (CCSS)

Updates have been made to ELLA Professional Development to increase the alignment with the CCSS. Participants will learn about the shifts that must be made in phonics instruction and other foundational skills. Other topics addressed include three types of writing instruction called for in the standards, guided reading instruction, and choosing challenging texts within a wide range of types.
(At this time, this training will only be provided face-to-face)

Effective Literacy for 2nd-4th Update - Aligning Instruction to Common Core State Standards (CCSS)

Updates have been made to Effective Literacy Professional Development to increase the alignment with the CCSS. Participants will learn about curricular shifts that must be made in phonics /word study instruction, informational reading and writing, research, and close reading of complex texts.
(At this time, this training will only be provided face-to-face)

Disciplinary Literacy Descriptions for Summer 2012

Disciplinary literacy workshops will be available at the local education cooperative and/or STEM Center during the summer of 2012.

History/Social Studies 5-8: Close Reading

The Common Core State Standards (CCSS) establish requirements for literacy development in all content areas, including History/Social Studies. College and career readiness in this field requires an appreciation of the norms and conventions of the discipline, such as the kinds of evidence used in history; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts (CCSS 60). Skilled teachers trained in a specific discipline are best positioned to teach students how to read, understand, listen, speak, and write in specialty fields (Achieve 2010). This professional development provides strategies that will enable participants to design history/social studies instruction that supports close reading behaviors. Close reading behaviors include:

- considering the author's purpose and perspective
- considering the language of the discipline
- considering the interpretative nature and credibility of historical texts
- considering one's own perspective and bias, as well at the author's
- placing documents/information within its historical context (period and place)
- looking for and understanding systems of meaning
- evaluating information across sources
- formulating questions and seeking answers to those questions while reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

History/Social Studies 9-12: Close Reading

The Common Core State Standards (CCSS) establish requirements for literacy development in all content areas, including History/Social Studies. College and career readiness in this field requires an appreciation of the norms and conventions of the discipline, such as the kinds of evidence used in history; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts (CCSS 60). Skilled teachers trained in a specific discipline are best positioned to teach students how to read, understand, listen, speak, and write in specialty fields (Achieve 2010). This professional development provides strategies that will enable participants to design history/social studies instruction that supports close reading behaviors. This professional development provides strategies that will enable participants to design history/social studies instruction that supports close reading behaviors. Close reading behaviors include:

- considering the author's purpose and perspective
- considering the language of the discipline
- considering the interpretative nature and credibility of historical texts
- considering one's own perspective and bias, as well at the author's
- placing documents/information within its historical period and place
- looking for and understanding systems of meaning
- evaluating information across sources
- formulating questions and seeking answers to those questions while reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

History/Social Studies: Argumentation 5-8

The Common Core State Standards (CCSS) emphasize students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development addresses strategies that writers use to craft convincing arguments in the history/social studies field.

WHST.1

1. Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the

audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

History/Social Studies: Argumentation 9-12

The Common Core State Standards (CCSS) emphasize students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development addresses strategies that writers use to craft convincing arguments in the history/social studies field.

WHST.1

1. Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

Science/Technical Subjects 5-8: Close Reading

The Common Core State Standards (CCSS) establish requirements for literacy development in all content areas, including Science. College and career readiness in this field requires an appreciation of the norms and conventions of the discipline, such as the types of texts used in science and technical subjects; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events, processes, and concepts (CCSS 60). Skilled teachers trained in a specific discipline are best positioned to teach students how to read, understand, listen, speak, and write in specialty fields (Achieve 2010). This professional development provides strategies

that will enable participants to design science instruction that supports close reading behaviors. This professional development provides strategies that will enable participants to design science instruction that supports close reading behaviors such as:

- considering the technical nature and abstract language of the discipline
- considering translation skills in science
- considering technical, abstract, dense, tightly knit language (that contrasts with interactive, interpersonal style of other texts or ordinary language)
- considering differences among technical drawings and other photos/graphics
- recognizing and understanding systems of meaning (description, sequence, relational, hierarchical, or causal, etc.
- evaluating information across sources
- formulating questions and seeking answers to those questions while reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Science/Technical Subjects: Close Reading 9-12

The Common Core State Standards (CCSS) establish requirements for literacy development in all content areas, including Science. College and career readiness in this field requires an appreciation of the norms and conventions of the discipline, such as the types of texts used in science and technical subjects; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events, processes, and concepts (CCSS 60). Skilled teachers trained in a specific discipline are best positioned to teach students how to read, understand, listen, speak, and write in specialty fields (Achieve 2010). This professional development provides strategies that will enable participants to design science instruction that supports close reading behaviors.

- considering the technical nature and abstract language of the discipline
- considering translation skills in science
- considering technical, abstract, dense, tightly knit language (that contrasts with interactive, interpersonal style of other texts or ordinary language)
- considering differences among technical drawing and other photos or drawings
- looking for and understanding systems of meaning (description, sequence, relational, hierarchical, or causal, etc.
- evaluating information across sources
- formulating questions and seeking answers to those questions while reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Science/Technical Subjects: Argumentation 5-8

The Common Core State Standards (CCSS) emphasize students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development addresses strategies that writers use to craft convincing arguments in the science and technical fields.

WHST.1

1. Write arguments focused on discipline-specific content.
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding statement or section that follows from or supports the argument presented.

Science/Technical Subjects: Argumentation 9-12

The Common Core State Standards (CCSS) emphasize students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development addresses strategies that writers use to craft convincing arguments in the science and technical fields.

WHST.1

1. Write arguments focused on discipline-specific content.
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

Attachment C: State Sponsored Professional Development Opportunities for Mathematics (2012)

Sessions

The Arkansas Department of Education is providing professional development on the essential understandings of implementing the Mathematics Common Core State Standards (Figure A). Dr. Linda Griffith, mathematics professor at University of Central Arkansas, shares her understanding of these key points. Each session ends with a question and answer opportunity with an ADE panel. Administrators, curriculum and professional development directors, math instructional facilitators and math teachers are the intended audience. Each session is recorded and will be accessible on www.arkansasideas.org/commoncore and will be accessible as an online course in the LIBRARY: Common Core in Arkansas IDEAS www.arkansasideas.org

Figure A: Mathematics Sessions for CCSS

#1-September 29, 2011 1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum. 2) Role of teacher understanding of problem types (pp. 88-89 of CCSS) in mathematics curriculum development in grades K-4. 3) Extending problem types to middle and high school for continuity in mathematics curriculum.
#2-December 1, 2011 1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum. 2) Using the Standards for Mathematical Practice as a tool for curriculum integration across disciplines. 3) The role of vocabulary development in a high quality mathematics curriculum.
#3-February 29, 2012 1) Differentiation between Common Core Mathematics Content Standards

and Mathematics Curriculum 2) Dealing with Implementation and Transition "Gaps". 3) Role of summer professional development in implementation of CCSS 4) Role of PLC (job-embedded PD) in implementation of CCSS 5) Resources from ADE in support of implementation of CCSS
#4-May 16, 2012 1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum 2) The role of content progressions in developing mathematics curriculum 3) The role of learning progression in developing mathematics curriculum 4) Update on ADE resources related to professional development in support of the Mathematics Common Core State Standards

Targeted, Professional Development

The Arkansas Department of Education is providing a variety of professional development opportunities that target specific mathematical concepts (Figure B). These targeted sessions will be available in three formats: face-to-face workshops, asynchronous Moodle course with face-to-face learning groups, and asynchronous Moodle course with virtual learning groups. More information about each targeted professional development opportunity will be available on www.arkansasideas.org/commoncore

Figure B: Targeted, Mathematics Professional Development Opportunities by Appropriate Grade Levels

K	1	2	3	4	5	6	7	8	9	10	11	12
Developing the Whole Number System (Place Value), available Summer 2012												
Developing Fact Fluency, available Summer 2012												
Problem Situations: Addition and Subtraction and Nature of "Equals", available Summer 2012												
Problem Situations: Multiplication and Division												

and Nature of "Equals", available Summer 2012												
Geometric Measurement: Linear, Area, Angle, available Summer 2013												
Non-geometric Measurement: Mass, Weight, Time, Money, etc., available Summer 2013												
		Strategies. Algorithms, and Recording Systems: Multi-digit Addition and Subtraction, available Summer 2012										
			Strategies, Algorithms, and Recording Systems: Multi-digit Multiplication and Division, available Summer 2012									
			Fraction Concepts Part One: Making the Most of Equal Sharing Problems, available Summer 2012									
			Fraction Concepts Part Two: Developing Operations, available Summer 2012									
			Algebraic Thinking, available Summer 2013									
				Proportional Reasoning, available Summer 2012								
						Data Modeling Part One: Inventing Displays, Center and Precision, available 2012						
						Data Modeling Part Two: Chance and Modeling, available Summer 2013						
					Geometric Measurement: Linear, Area (including surface area, Angle, Volume, available Summer 2013							
						Functions, available Summer 2013						
									Mathematics Design Collaborative (MDC)			

K-2

A variety of targeted professional development opportunities are available to K-2 educators (Figure C). Many Arkansas educators are currently enrolled in Cognitively Guided Instruction (CGI). Cognitively Guided Instruction (CGI) is a three-year professional development opportunity offered by the education service cooperatives and the university STEM centers under the guidance of the Teacher Development Group. It is designed for teachers to learn a researched-based framework for how elementary school children learn concepts of number and operation. Children's understanding of algebraic concepts – both properties of operations and properties of equations – is embedded in these frameworks. Teachers also learn how to use the framework to inform their mathematical instruction. The knowledge that teachers gain in a CGI workshop enhances how they implement any curriculum or resource materials. Schools may contact their local co-op or STEM center math specialists to request CGI training. Some schools may not be enrolled in CGI training but

need targeted, professional development in K-2 mathematics. Figure C demonstrates that five of the targeted professional development opportunities are aligned to the learning in CGI Year 1. Please note these five courses will not substitute for CGI Year One and therefore an educator must complete CGI Year One to enroll in CGI Year Two.

Figure C: Professional Development Opportunity for K-2 Mathematics

Developing the Whole Number System	Cognitively Guided Instruction (CGI) Year 1
Developing Fact Fluency	
Problem Situations: Addition and Subtraction	
Problem Situations: Multiplication and Division	
Strategies, Algorithms, and Recording Systems: Addition and Subtraction (2nd grade)	
	Cognitively Guided Instruction (CGI) Year 2
	Cognitively Guided Instruction (CGI) Year 3
Geometric Measurement: Linear, Area, Angle	
Non-geometric Measurement: Mass, Weight, Time, Money, etc.	

Grades 3-6

A variety of targeted professional development opportunities are available to Grades 3-6 educators (Figure D). Many schools may be enrolled in Thinking Mathematically or Extending Children's Mathematics. Extending Children's Mathematics is a three-year professional development opportunity offered by the education service cooperatives and the university STEM centers under the guidance of the Teacher Development Group. Extending Children's Mathematics will focus on the properties of operations that unite the study of multiplication and division number facts, multi-digit multiplication and division, the base ten number system, developing concepts of fractions as quantities, fraction operations and solving expressions and equations. Properties of addition and subtraction in the context of fractions and decimals will also be addressed. What teachers learn in an Extending Children's Mathematics workshop enhances how they implement any curriculum or resource material. Schools may contact their local co-op or STEM center math specialists to request Extending Children's Mathematics training. Some schools may not be enrolled in Thinking Mathematically/ Extending Children's Mathematics training but need targeted, professional development in 3-6 mathematics. Figure D demonstrates that four of the targeted professional development opportunities are aligned to the learning in Thinking Mathematically/ Extending Children's Mathematics Year 1. Please note these four courses will not

substitute for Thinking Mathematically/ Extending Children's Mathematics Year One and therefore an educator must complete Thinking Mathematically/ Extending Children's Mathematics Year One to enroll in Thinking Mathematically/ Extending Children's Mathematics Year Two. Please note that due to CCSS, the Teacher Development Group has revised the Thinking Mathematically and given the course a new title, Extending Children's Mathematics.

Figure D: Professional Development Opportunities for Grades 3-6 Mathematics

Fraction Concepts Part One: Making the Most of Equal Sharing Problems	Thinking Mathematically/ Extending Children's Mathematics Year One
Fraction Concepts Part Two: Developing Operations	
Strategies, Algorithms, and Recording Systems: Multi-digit Multiplication	
Algebraic Thinking	
	Thinking Mathematically/ Extending Children's Mathematics Year Two
	Thinking Mathematically/ Extending Children's Mathematics Year Three
Proportional Reasoning	
Developing the Whole Number System (3rd and 4th grade)	
Problem Situations: Multiplication and Division (3rd and 4th grade)	
Strategies, Algorithms, and Recording Systems: Addition and Subtraction (3rd and 4th grade)	
Geometric Measurement: Linear, Area, Angle (3rd, 4th and 5th grade)	
Non-geometric Measurement: Mass, Weight, Time, Money, etc.(3rd, 4th and 5th grade)	
Geometric Measurement: Linear, Area (including surface area), Angle and volume (5th and 6th grade)	
Data Modeling Part One: Inventing Displays, Center and Precision (6th grade)	
Data Modeling Part Two: Chance and Modeling (6th grade)	

Grades 7-12
A variety of targeted professional development opportunities are available to Grades 7-12 educators (Figure E).

Figure E: Professional Development Opportunities for 7-12 Mathematics

Functions	
Data Modeling Part One: Inventing Displays, Center and Precision (7th grade)	
Data Modeling Part Two: Chance and Modeling (7th grade)	
Geometric Measurement: Linear, Area (including surface area), Angle and volume (7th – 10th grade)	
Mathematics Design Collaborative (9th – 10th grade)	

Summary of ADE Common Core Mathematics PD Courses for 2012

Each course is being created so it may be made available in a variety of formats:

- *Online (Moodle) – Six-week course with math specialist as course facilitator
- Face-to-Face Workshop – 2 or more days taught by math specialist or other trainer, including in-house district/school-based trainers
- PLC Meetings – Variation of the six-week online course that will allow a group of teachers in a district/school to study together

*In the Online (Moodle) format, each course includes components that require participants to try out ideas with students, such as by posing problems, interviewing focus students, and/or developing and leading a class discussion or lesson.

Data Modeling: Inventing Displays, Center, and Precision
Grades 6-7
This course will develop statistical concepts for middle grades. It will explore representational competencies by examining what characteristics of data different displays make evident or even hide. Participants will then use data to determine a "best guess" of a real measurement using data, which leads to the development and understanding of measures of center by

engaging an important mathematical practice—inventing an algorithm. Participants will then invent and explore methods for measuring the precision—the consistency—of a collection of measurements.

This course does not have a prerequisite course.
[NOTE: This course will be offered face-to-face only during summer 2012 through co-op and STEM centers. Creation of an online Moodle course will take place during the summer for use at later dates.]

Problem Situations: Addition and Subtraction and the Nature of "Equals"
Grades K-3
This course will investigate the different types of addition and subtraction situations and children's understanding of the equal sign. The topics include:

- The structure of the different problem situations
- How the problems are alike and different
- How children's thinking about the problem situations is different than the way adults think about it
- Children's strategies and level of development
- Connections to operations and algebraic thinking
- Instructional implications

This course is a prerequisite for the courses *Developing Fact Fluency* and *Strategies, Algorithms and Recording Systems: Multi-digit Addition and Subtraction*.

Problem Situations: Multiplication and Division and the Nature of "Equals"
Grades K-6
This course will investigate the following problems situations: multiplication (unknown product) and division (group size unknown and number of groups unknown) that are foundational for the fractions, the base-ten numbers system, facts fluency and multi-digit multiplication and division. We will also analyze children's understanding of the equal sign and the role it plays in developing children's understanding of multiplication and division. These include:

- The structure of the different problem situations
- How the problems are alike and different
- How children's thinking about the problem situations is different than the way adults think about it

- Children's strategies and level of development
- Connections to operations and algebraic thinking
- Instructional implications

Finally, the course will demonstrate how these concepts form the foundation for so many other mathematical concepts, and thus why it is a prerequisite for several other courses.

This course is a prerequisite for the courses *Developing Fact Fluency; Developing the Base Ten System; Strategies, Algorithms and Recording Systems: Multi-digit Multiplication and Division;* and all fractions courses.

Fraction Concepts: Equal Sharing
Grades 1-6

This course uses as a required text the book Extending Children's Mathematics: Fractions and Decimals by Susan B. Empson and Linda Levi. The sessions will delve into the mathematics available for instruction when students engage in equal sharing problems. Attention is given to:

- Understanding and characterizing student approaches
- Identifying the mathematics embedded in student work
- Using student work to further learning about fractions, such as-
    - Equivalence
    - Notation
    - What constitutes a whole
    - Addition of fractions
- Recording mathematical thinking and attending to properties of operations.

The course *Problem Situations: Multiplication and Division and the Nature of "Equals"* is required before you are eligible to participate in this course.

This course is a prerequisite for the course *Fraction Operations: Multiple Grouping*.

Other Problem Situations: Multiplication and Division
Grades 3-6

This course will investigate the 3 different types of multiplication and division situations (equal grouping, multiplicative comparison and area/array). These include:

- Symmetrical and Asymmetrical Problems
- The structure of the different problem situations
- How the problems are alike and different
- How children's thinking about the problem situations is different than the way adults think about it
- A beginning examination of understanding the implications of using area/array problems in developing multiplicative understanding.
- Children's strategies and level of development
- Connections to operations and algebraic thinking
- Instructional implications

The course *Problem Situations: Multiplication and Division and the Nature of "Equals"* is required before you are eligible to participate in this course.

Developing the Base Ten System
Grades K-6

In this class, we will make sense of the base 10 system generally through number and properties of operations. We will begin by looking at the roots that begin in kindergarten based in the counting sequence, to generalizing place value understanding for multi-digit whole numbers in fourth grade, and finally making connections for 5th and 6th grade to the decimal system. This class is based on the multiplicative structure of the base ten system and properties of operations with the only difference between grade levels being the magnitude of the numbers.

The course *Problem Situations: Multiplication and Division and the Nature of "Equals"* is required before you are eligible to participate in this course.

This course is a prerequisite for the courses *Strategies, Algorithms and Recording Systems: Multi-digit Addition and Subtraction* and *Strategies, Algorithms and Recording Systems: Multi-digit Multiplication and Division*.

Developing Fact Fluency
Grades K-3

This class will focus on the development of children's understanding of single digit operations using manipulatives/pictures to applying properties of operations to solve fact problems in addition, subtraction, multiplication and division. We will study children's development, how to press students to make symbolic connections to their informal strategies and focus on (and generalize) the properties of operations that are in play in their work. We will ultimately define what it means for a student to be fluent and the steps to facilitate students' growth to that end.

The course *Problem Situations: (Either Addition and Subtraction OR Multiplication and Division) and Nature of "Equals"* is required before you are eligible to participate in this course.

Fraction Operations: Multiple Grouping
Grades 3-6

This course uses as a required text the book Extending Children's Mathematics: Fractions and Decimals by Susan B. Empson and Linda Levi. The sessions will explore the mathematics and strategies raised when students tackle "multiple grouping" problems, problems "involving a whole number of equal groups of fractional amounts." The course includes:

- Examining how students think about and solve multiple grouping problems
- Identifying the mathematics embedded in student work
- Using student work to increase understanding of fractions and operations, such as-
    - Composing, decomposing, and recomposing wholes
    - Understanding 1/b and its relationship to a/b (repeated addition or multiplication)
    - Relating multiplication and division
- Recording mathematical thinking and attending to properties of operations.

The course *Fraction Concepts: Equal Sharing* is required before you are eligible to participate in this course.

Strategies, Algorithms and Recording Systems: Multi-digit Addition and Subtraction
Grades 1-4

In this class, we will focus on children's development of strategies from manipulatives/pictures to applying properties of operations to solve multi-digit addition and subtraction problems. This class will build off of the **Problem Situations: Addition and Subtraction and the Nature of "Equals"** for **K-3** and look at how strategies build from single digit facts to multi-digit numbers using similar strategies and properties of operations. There will be an emphasis on mathematizing and symbolizing students' informal strategies to help them to become flexible and fluent in their application.

The courses *Problem Situations: Addition and Subtraction and the Nature of "Equals"* and *Developing the Base Ten System* are required before you are eligible to participate in this course.

Strategies, Algorithms and Recording Systems: Multi-Digit Multiplication and Division
Grades 3-6
In this class, we will focus on children's development of strategies from manipulatives/pictures to applying properties of operations to solve multi-digit addition and subtraction problems. This class will build off of the **Problem Situations: Multiplication and Division and the Nature of "Equals"** for **K-6** and look at how strategies build from single digit facts to multi-digit numbers using similar strategies and properties of operations. There will be an emphasis on mathematizing and symbolizing students' informal strategies to help them to become flexible and fluent in their application.

The courses *Problem Situations: Multiplication and Division and the Nature of "Equals"* and *Developing the Base Ten System* are required before you are eligible to participate.

A.C.A. § 6-17-1601

Arkansas Code of 1987 Annotated
Copyright © 2015 1987-2015 by the State of Arkansas
All rights reserved.

*** Legislation is current through the 2014 Second Extraordinary Session ***
*** and updates received from the Arkansas Code Revision Commission ***
*** through December 12, 2014. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 17 Personnel
Subchapter 16 Master School Principal Program

A.C.A. § 6-17-1601 (2015)

6-17-1601. Definitions.

As used in this subchapter:

(1) "High-need public school" means an Arkansas public school that, at the time a master principal first becomes entitled to a high-need school salary bonus, is identified as failing to meet certain established levels of academic achievement under rules adopted by the State Board of Education;

(2) "High-need school salary bonus" means an annual bonus to a master principal serving as a principal of a high-need public school;

(3) "Hold-back longevity bonus" means a portion of the high-need school salary bonus held back to be paid at the end of three (3) years and five (5) years of serving as a principal of the same high-need public school; and

(4) "Incentive bonus" means a bonus paid to a master principal serving as a principal of any public school in the state.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 44, § 1; 2013, No. 459, § 1.

About LexisNexis | Privacy Policy | Terms & Conditions | Contact Us
Copyright © 2015 LexisNexis, a division of Reed Elsevier Inc. All rights reserved.

Principal:_____ Date:_____

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
1A. Collaboratively develop and implement a shared vision and mission				
1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
1C. Create and implement plans to achieve goals				
1D. Promote continuous and sustainable improvement				
1E. Monitor and evaluate progress and revise plans				

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations				
2 B. Create a comprehensive, rigorous, and coherent curricular program				
2 C. Create a personalized and motivating learning environment for students				
2 D. Supervise instruction				
2 E. Develop assessment and accountability systems to monitor student oroaress				
2 F. Develop the Instructional and leadership capacitv of staff				
2 G. Maximize time spent on quality instruction				
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning				
2 I. Monitor and evaluate the impact of the instructional program				

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
3 A. Monitor and evaluate the management and operational systems				
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
3 C. Promote and protect the welfare and safety of students and staff				
3 D. Develop the capacity for distributed leadership				

Principal:---------- Date:_____

Standard 4:An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs,and mobilizing community resources.				
Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
4 A. Collect and analyze data and information pertinent to the educational environment				
4 B.Promote understanding,appreciation,and use of the community's diverse cultural, social, and intellectual resources				
4 C.Build and sustain positive relationships with families and caregivers				
4 D. Build and sustain productive relationships with community partners				

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness,and in an ethical manner.				
Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
5 A.Ensure a system of accountability for every student's academic and social success				
5 B.Model principles of self-awareness ,reflective practice,transparency,. and ethical behavior				
5 C. Safeguard the values of democracy, equity, and diversity				
5 D. Consider and evaluate the potential moral and legal consequences of decision-making				
5 E. Promote socialjustice and ensure that individual student needs inform all aspects of schooling				

Standard 6:An education leader promotes the success of every student by understanding, responding to,and influencing the political,social,economic, legal,and cultural context.				
Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
6 A.Advocate for children, families, and caregivers				
6 B. Act to influence local,district, state, and national decisions affecting student learning				
6 C.Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				

Principal/Assistant Principal Signature: ———————————————— Date: _____

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, Implementation, and stewardship of a vision of learning that is shared and supported by all stalceholders.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
1A. Collaboratively develop and Implement a shared vision and mission				
1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
1C. Create and Implement plans to achieve goals				
1D. Promote continuous and sustainable Improvement				
1E. Monitor and evaluate progress and revise plans				

Comments:

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and Instructional program conducive to student learning and staff professional growth.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations				
2B. Create a comprehensive, rigorous, and coherent curricular oroaram				
2C. Create a personalized and motivating learning environment for students				
2D. Supervise instruction				
2E. Develop assessment and accountability svstems to monitor student progress				
2F. Develop the instructional and leadership capacity of staff				
2G. Maximize time spent on quality instruction				
2H. Promote the use of the most effective and appropriate technologies to support teaching and learning				
2I. Monitor and evaluate the Impact of the Instructional program				

Comments:

Standard 3: An education leader promotes the success of evel'y student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
3A. Monitor and evaluate the management and operational systems				

3 B.Obtain,allocate, align,and efficiently utilize human,fiscal,and technological resources				
3 C.Promote and protect the welfare and safely of students and staff				
3 O. Develop the capacity for distributed leadership				
3 E.Ensure teacher and organizational time is				

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
4 A. Collect and analyze data and information pertinent to the educational environment				
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
4 C. Build and sustain positive relationships with families and caregivers				
4 D. Build and sustain productive relationships with community partners				
Comments:				

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
5 A. Ensure a system of accountability for every student's academic and social success				
5 B. Model principles of self-awareness, reflective practice transparency, and ethical behavior				
5 C. Safeguard the values of democracy, equity, and diversity				
5 D. Consider and evaluate the potential moral and legal consequences of decision-making				
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling				
Comments:				

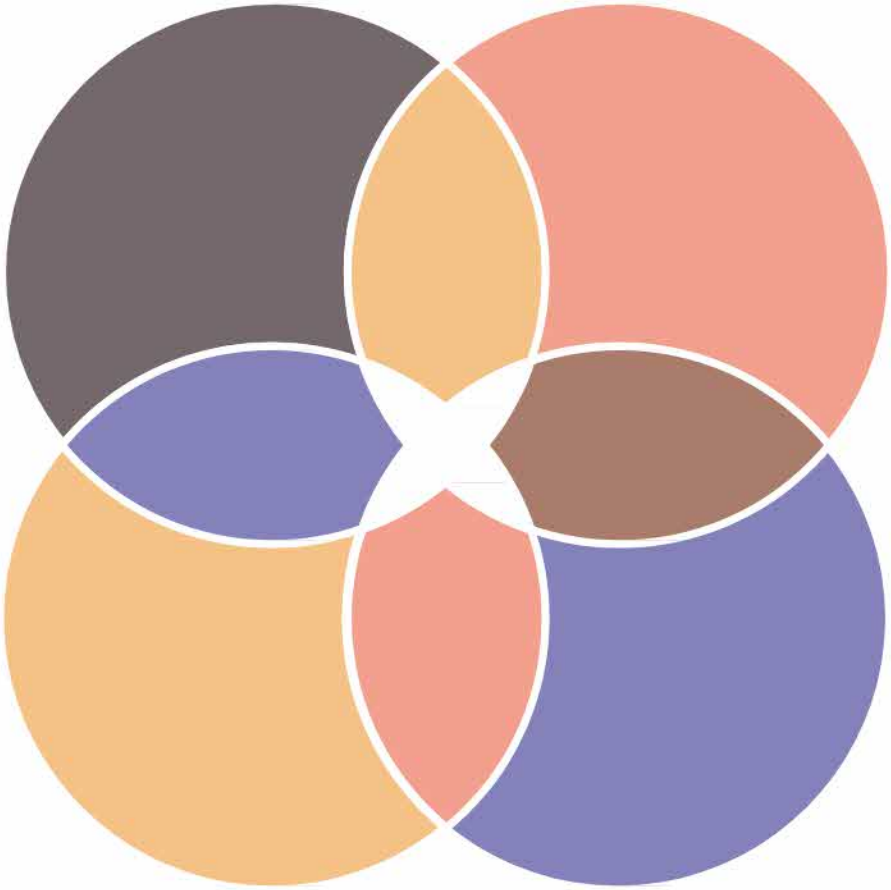
Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
6 A. Advocate for children, families, and caregivers				
6 B. Act to influence local, district, state, and national decisions affecting student learning				
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				
Comments:				

Principal/Assistant PrincipalSignature: ———————————————— Date:_____

THE FRAMEWORK FOR TEACHING

EVALUATION INSTRUMENT

2013 EDITION



CHARLOTTE DANIELSON

Copyright © 2014 Charlotte Danielson. All rights reserved. First edition 2011. ISBN: 978-0615597829

The Framework for Teaching Evaluation Instrument, 2013 Edition, is available in PDF format from the Danielson Group website: www.danielsongroup.org. Anyone may download this file and use the print version in his or her own setting.

However, *The Framework for Teaching Evaluation Instrument*, 2013 Edition, may not be incorporated into any third-party software system. Charlotte Danielson and the Danielson group have entered into an exclusive agreement with Teachscape for the digital rights to publish and distribute software products based upon the Framework for Teaching Evaluation Instrument, 2013 Edition. As such, Teachscape and only Teachscape can incorporate the content of the Framework for Teaching Evaluation Instrument, 2013 Edition, in its software products. Any direct or indirect attempts by any other company to publish this instrument would constitute a violation of Teachscape's contractual rights, and will be deemed to be an illegal expropriation of Charlotte Danielson's intellectual property rights.

THE FRAMEWORK FOR TEACHING

EVALUATION INSTRUMENT

2013 EDITION

CHARLOTTE DANIELSON

VERSION 1.2 • 8/25/14

TABLE OF CONTENTS

Introduction 1

Domain 1 5

Domain 2 31

Domain 3 53

Domain 4 81

The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The 1996 Edition

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of *Praxis III: Classroom Performance Assessments,* an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching,* incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, "The Research Foundation." Moreover, the 2007 edition included frameworks for nonclassroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: "Selecting Instructional Goals" was changed to "Setting Instructional Outcomes."
- 1f: "Assessing Student Learning" was revised to "Designing Student Assessments."
- 3a: "Communicating Clearly and Accurately" was revised to "Communicating with Students."
- 3d: "Providing Feedback to Students" was altered to "Using Assessment in Instruction."
- 4d: "Contributing to the School and District" was changed to "Participating in a Professional Community."

Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that "Contributing to the School and District" was an additional responsibility, not integral to the work of teaching; whereas the new name, "Participating in a Professional Community," suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher's practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

- *Rubric language tighter even than that of the 2007 edition of the Framework for Teaching.* Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.
- *"Critical attributes" for each level of performance for each component.* These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- *Possible examples for each level of performance for each component.* These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications.

Practitioners found that the enhancements not only made it easier to determine the level of performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

The 2013 Edition

The principal reason for releasing the 2013 edition of the Framework for Teaching Evaluation Instrument was to respond to the instructional implications of the Common Core State Standards (CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

In particular, the CCSS advocate specifi recommendations in different curricular areas:

- In ELA and literacy in all fi ds, a close reading of text and a greater emphasis on nonfi tion works in addition to fi tion
- In mathematics, a focus on the principal topics in each grade level, with growing fl y and skill in the application of mathematical concepts

To the extent that the CCSS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

But teachers will also have to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation, and for logical reasoning have not, after all, been high priorities in most school districts or preparation programs. In most classrooms, students don't take an active role in their own learning, nor do they (respectfully) challenge the thinking of their classmates. All of this will represent a major departure, and therefore a major challenge, for many teachers.

But educators who are familiar with the Framework for Teaching will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. After all, the centerpiece of the Framework is student engagement, which is defi not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

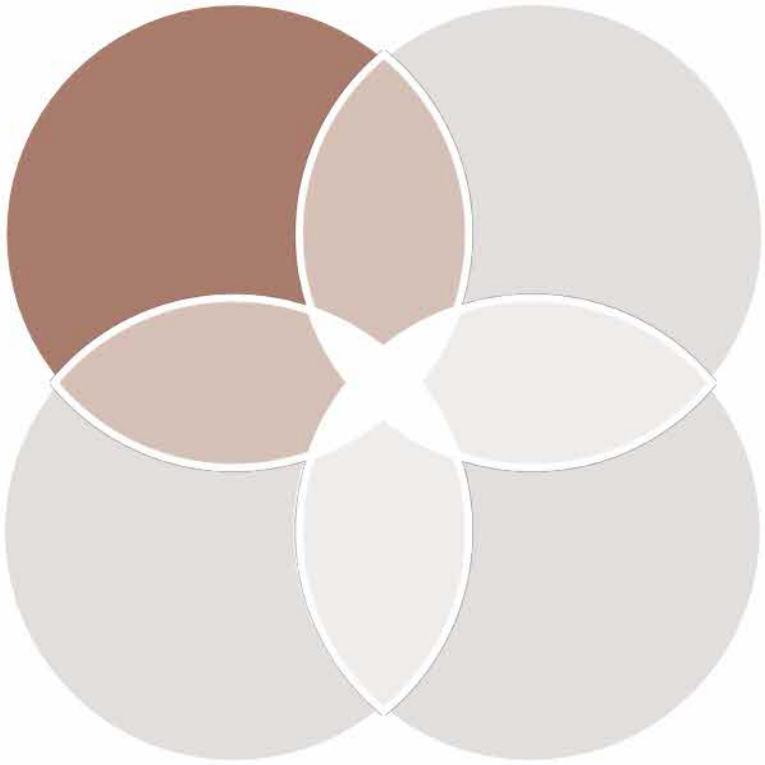
However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specifi additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

- Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments
- Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specifi , many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifi tions to the language of the rubrics themselves; this has been done, as in previous revisions, in the interest of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who "speak that language" and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

DOMAIN 1



PLANNING AND PREPARATION

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have "signature pedagogies" that have evolved over time and been found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students' questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

UNSATISFACTORY • LEVEL 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- *And others...*

BASIC • LEVEL 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

CRITICAL ATTRIBUTES

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

POSSIBLE EXAMPLES

- *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

- *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

- *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- *And others...*

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

Teachers don't teach content in the abstract; they teach it to *students.* In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

The elements of component 1b are:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language profi y

What students are able to learn at any given time is infl by their level of knowledge and skill.

Knowledge of students' interests and cultural heritage

Children's backgrounds infl their learning.

Knowledge of students' special needs

Children do not all develop in a typical fashion.

Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

UNSATISFACTORY • LEVEL 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

POSSIBLE EXAMPLES

- *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.*
- *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.*
- *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.*
- *And others...*

BASIC • LEVEL 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

CRITICAL ATTRIBUTES

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

POSSIBLE EXAMPLES

- *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*
- *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.*
- *Lesson plans make only peripheral reference to students' interests.*
- *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identifi "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

- *The teacher creates an assessment of students' levels of cognitive development.*
- *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.*
- *The teacher administers a student interest survey at the beginning of the school year.*
- *The teacher plans activities using his knowledge of students' interests.*
- *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.*
- *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.*
- *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information from all students about their cultural heritages.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

- *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*
- *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.*
- *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
- *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.*
- *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*
- *And others...*

1c SETTING INSTRUCTIONAL OUTCOMES

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do,* but what they will *learn.* The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

The elements of component 1c are:

Value, sequence, and alignment

Outcomes represent signifi t learning in the discipline reflecting, where appropriate, the Common Core State Standards.

Clarity

Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance

Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

Outcomes must be appropriate for all students in the class.

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

UNSATISFACTORY • LEVEL 1

The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

CRITICAL ATTRIBUTES

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

POSSIBLE EXAMPLES

- *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*
- *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.*
- *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.*
- *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*
- *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.*
- *And others...*

BASIC • LEVEL 2

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

CRITICAL ATTRIBUTES

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

POSSIBLE EXAMPLES

- *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.*
- *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.*
- *Most of the English Language Arts outcomes are based on narrative.*
- *And others...*

PROFICIENT • LEVEL 3

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

- Outcomes represent high expectations and rigor.
- Outcomes are related to "big ideas" of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

- *One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry."*
- *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.*
- *The learning outcomes include students defending their interpretation of the story with citations from the text.*
- *And others...*

DISTINGUISHED • LEVEL 4

All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

- *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.*
- *Students will develop a concept map that links previous learning goals to those they are currently working on.*
- *Some students identify additional learning.*
- *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*
- *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.*
- *And others...*

1d DEMONSTRATING KNOWLEDGE OF RESOURCES

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "offi " materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

The elements of component 1d are:

Resources for classroom use

Materials must align with learning outcomes.

Resources to extend content knowledge and pedagogy

Materials that can further teachers' professional knowledge must be available.

Resources for students

Materials must be appropriately challenging.

Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

UNSATISFACTORY • LEVEL 1

The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.

CRITICAL ATTRIBUTES

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

POSSIBLE EXAMPLES

- *For their unit on China, the students find all of their information in the district-supplied textbook.*
- *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.*
- *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*
- *In the literacy classroom, the teacher has provided only narrative works.*
- *And others...*

BASIC • LEVEL 2

The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

CRITICAL ATTRIBUTES

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

POSSIBLE EXAMPLES

- *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.*
- *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.*
- *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*
- *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

- Texts are at varied levels.
- Texts are supplemented by guest speakers and fi d experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

- *The teacher provides her fi graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.*
- *The teacher takes an online course on literature to expand her knowledge of great American writers.*
- *The ELA lesson includes a wide range of narrative and informational reading materials.*
- *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

- *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.*
- *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.*
- *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*
- *And others...*

1e DESIGNING COHERENT INSTRUCTION

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Profi practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fi all. At the distinguished level, the teacher plans instruction that takes into account the specifi learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

The elements of component 1e are:

Learning activities

Instruction is designed to engage students and advance them through the content.

Instructional materials and resources

Aids to instruction are appropriate to the learning needs of the students.

Instructional groups

Teachers intentionally organize instructional groups to support student learning.

Lesson and unit structure

Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

UNSATISFACTORY • LEVEL 1

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

CRITICAL ATTRIBUTES

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

POSSIBLE EXAMPLES

- *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.*
- *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.*
- *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.*
- *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*
- *And others...*

BASIC • LEVEL 2

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

CRITICAL ATTRIBUTES

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

POSSIBLE EXAMPLES

- *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*
- *The teacher finds an atlas to use as a supplemental resource during the geography unit.*
- *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.*
- *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*
- *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.*
- *And others...*

PROFICIENT • LEVEL 3

Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

- *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.*
- *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.*
- *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.*
- *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*
- *The fourth-grade math unit plan focuses on the key concepts for that level.*
- *And others…*

DISTINGUISHED • LEVEL 4

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

- *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.*
- *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.*
- *After the cooperative group lesson, the students will reflect on their participation and make suggestions.*
- *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*
- *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
- *And others…*

1f DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

The elements of component 1f are:

Congruence with instructional outcomes

Assessments must match learning expectations.

Criteria and standards

Expectations must be clearly defi

Design of formative assessments

Assessments for learning must be planned as part of the instructional process.

Use for planning

Results of assessment guide future planning.

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modifi assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

UNSATISFACTORY • LEVEL 1

Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

CRITICAL ATTRIBUTES

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

POSSIBLE EXAMPLES

- *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.*
- *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"*
- *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*
- *And others...*

BASIC • LEVEL 2

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

CRITICAL ATTRIBUTES

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

POSSIBLE EXAMPLES

- *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.*
- *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.*
- *A student asks, "If half the class passed the test, why are we all reviewing the material again?"*
- *And others...*

PROFICIENT • LEVEL 3

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

- *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.*
- *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.*
- *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.*
- *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.*
- *And others…*

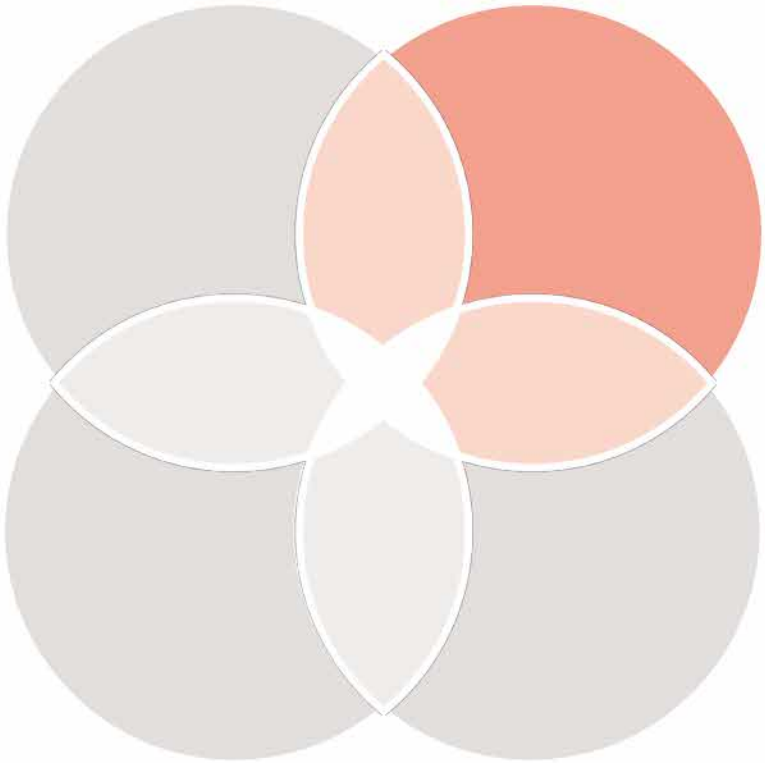
DISTINGUISHED • LEVEL 4

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specifi learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

- *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.*
- *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.*
- *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.*
- *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.*
- *And others…*

DOMAIN 2



THE CLASSROOM ENVIRONMENT

2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

"Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

The elements of component 2a are:

Teacher interactions with students, including both words and actions

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

UNSATISFACTORY • LEVEL 1

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or confl t. The teacher does not deal with disrespectful behavior.

CRITICAL ATTRIBUTES

- The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Students' body language indicates feelings of hurt, discomfort, or insecurity.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.

POSSIBLE EXAMPLES

- *A student slumps in his chair following a comment by the teacher.*
- *Students roll their eyes at a classmate's idea; the teacher does not respond.*
- *Many students talk when the teacher and other students are talking; the teacher does not correct them.*
- *Some students refuse to work with other students.*
- *The teacher does not call students by their names.*
- *And others...*

BASIC • LEVEL 2

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

CRITICAL ATTRIBUTES

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

POSSIBLE EXAMPLES

- *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.*
- *A few students do not engage with others in the classroom, even when put together in small groups.*
- *Students applaud halfheartedly following a classmate's presentation to the class.*
- *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.*
- *And others...*

PROFICIENT • LEVEL 3

Teacher–student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

- Talk between the teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

- *The teacher greets students by name as they enter the class or during the lesson.*
- *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.*
- *Students attend fully to what the teacher is saying.*
- *Students wait for classmates to finish speaking before beginning to talk.*
- *Students applaud politely following a classmate's presentation to the class.*
- *Students help each other and accept help from each other.*
- *The teacher and students use courtesies such as "please," "thank you," and "excuse me."*
- *The teacher says, "Don't talk that way to your classmates," and the insults stop.*
- *And others...*

DISTINGUISHED • LEVEL 4

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

- *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).*
- *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.*
- *Students clap enthusiastically for one another's presentations for a job well done.*
- *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."*
- *A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!"*
- *And others...*

2b ESTABLISHING A CULTURE FOR LEARNING

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a diffi physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

The elements of component 2b are:

Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.

Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

UNSATISFACTORY • LEVEL 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

CRITICAL ATTRIBUTES

- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.

POSSIBLE EXAMPLES

- *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.*
- *The teacher says to a student, "Why don't you try this easier problem?"*
- *Students turn in sloppy or incomplete work.*
- *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.*
- *Students have not completed their homework; the teacher does not respond.*
- *And others...*

BASIC • LEVEL 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

CRITICAL ATTRIBUTES

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.

POSSIBLE EXAMPLES

- *The teacher says, "Let's get through this."*
- *The teacher says, "I think most of you will be able to do this."*
- *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.*
- *The teacher does not encourage students who are struggling.*
- *Only some students get right to work after an assignment is given or after entering the room.*
- *And others...*

PROFICIENT • LEVEL 3

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.

- *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."*
- *The teacher says, "This idea is really important! It's central to our understanding of history."*
- *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*
- *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.*
- *Students get to work right away when an assignment is given or after entering the room.*
- *And others...*

DISTINGUISHED • LEVEL 4

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

- *The teacher says, "It's really fun to find the patterns for factoring polynomials."*
- *A student says, "I don't really understand why it's better to solve this problem that way."*
- *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.*
- *Students question one another on answers.*
- *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.*
- *And others...*

2c MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the effi use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed effi y, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of effi routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

The elements of component 2c are:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of classroom routines

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Supervision of volunteers and paraprofessionals

Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

UNSATISFACTORY • LEVEL 1

Much instructional time is lost due to ineffi classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defi tasks.

CRITICAL ATTRIBUTES

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.
- Volunteers and paraprofessionals have no defi role and/or are idle much of the time.

POSSIBLE EXAMPLES

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.*
- *And others...*

BASIC • LEVEL 2

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.

CRITICAL ATTRIBUTES

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.
- Volunteers and paraprofessionals require frequent supervision.

POSSIBLE EXAMPLES

- *Some students not working with the teacher are off task.*
- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Students ask clarifying questions about procedures.*
- *Taking attendance is not fully routinized; students are idle while the teacher fi out the attendance form.*
- *And others...*

PROFICIENT • LEVEL 3

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work effi y.
- Classroom routines function smoothly.
- Volunteers and paraprofessionals work with minimal supervision.

- *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.*
- *Students move directly between large- and small-group activities.*
- *Students get started on an activity while the teacher takes attendance.*
- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *One member of each small group collects materials for the table.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Cleanup at the end of a lesson is fast and effi*
- *And others...*

DISTINGUISHED • LEVEL 4

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials effi y.
- Students themselves ensure that transitions and other routines are accomplished smoothly.
- Volunteers and paraprofessionals take initiative in their work in the class.

- *Students redirect classmates in small groups not working directly with the teacher to be more effi in their work.*
- *A student reminds classmates of the roles that they are to play within the group.*
- *A student redirects a classmate to the table he should be at following a transition.*
- *Students propose an improved attention signal.*
- *Students independently check themselves into class on the attendance board.*
- *And others...*

2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

The elements of component 2d are:

Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

UNSATISFACTORY • LEVEL 1

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

BASIC • LEVEL 2

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

POSSIBLE EXAMPLES

- *Students are talking among themselves, with no attempt by the teacher to silence them.*
- *An object flies through the air, apparently without the teacher's notice.*
- *Students are running around the room, resulting in chaos.*
- *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.*
- *And others...*

- *Classroom rules are posted, but neither the teacher nor the students refer to them.*
- *The teacher repeatedly asks students to take their seats; some ignore her.*
- *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*
- *And others...*

PROFICIENT • LEVEL 3

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

- *Upon a nonverbal signal from the teacher, students correct their behavior.*
- *The teacher moves to every section of the classroom, keeping a close eye on student behavior.*
- *The teacher gives a student a "hard look," and the student stops talking to his neighbor.*
- *And others...*

DISTINGUISHED • LEVEL 4

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

- *A student suggests a revision to one of the classroom rules.*
- *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.*
- *The teacher speaks privately to a student about misbehavior.*
- *A student reminds her classmates of the class rule about chewing gum.*
- *And others...*

2e ORGANIZING PHYSICAL SPACE

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffi patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

The elements of component 2e are:

Safety and accessibility

Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

UNSATISFACTORY • LEVEL 1

The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

CRITICAL ATTRIBUTES

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

POSSIBLE EXAMPLES

- *There are electrical cords running around the classroom.*
- *There is a pole in the middle of the room; some students can't see the board.*
- *A whiteboard is in the classroom, but it is facing the wall.*
- *And others...*

BASIC • LEVEL 2

The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

CRITICAL ATTRIBUTES

- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.

POSSIBLE EXAMPLES

- *The teacher ensures that dangerous chemicals are stored safely.*
- *The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.*
- *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.*
- *And others...*

PROFICIENT • LEVEL 3

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

- *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.*
- *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.*
- *The use of an Internet connection extends the lesson.*
- *And others...*

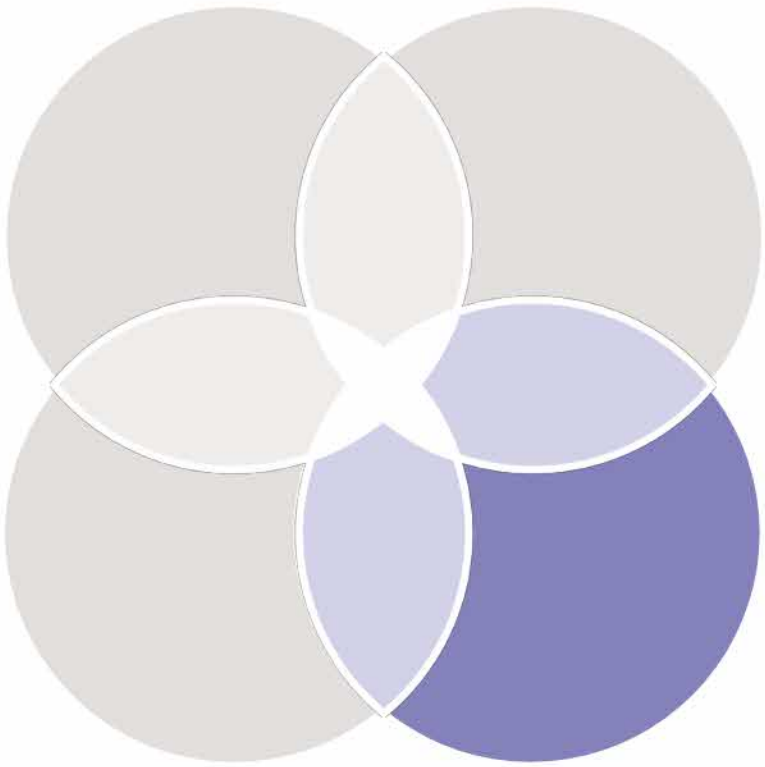
DISTINGUISHED • LEVEL 4

The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

- Modifi tions are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- Students take the initiative to adjust the physical environment.
- The teacher and students make extensive and imaginative use of available technology.

- *Students ask if they can shift the furniture to better suit small-group work or discussion.*
- *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.*
- *A student suggests an application of the whiteboard for an activity.*
- *And others...*

DOMAIN 3



INSTRUCTION

3a COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplifi tion is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

Expectations for learning

The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.

Directions for activities

Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

Explanations of content

Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

UNSATISFACTORY • LEVEL 1

The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

BASIC • LEVEL 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarifi after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others diffi to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

CRITICAL ATTRIBUTES

- At no time during the lesson does the teacher convey to students what they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through their questions that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

POSSIBLE EXAMPLES

- *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.*
- *The teacher states that to add fractions they must have the same numerator.*
- *Students have a quizzical look on their faces; some may withdraw from the lesson.*
- *Students become disruptive or talk among themselves in an effort to follow the lesson.*
- *The teacher uses technical terms without explaining their meanings.*
- *The teacher says "ain't."*
- *And others...*

- *The teacher mispronounces "_____."*
- *The teacher says, "And oh, by the way, today we're going to factor polynomials."*
- *A student asks, "What are we supposed to be doing?" and the teacher clarifi the task.*
- *A student asks, "What do I write here?" in order to complete a task.*
- *The teacher says, "Watch me while I show you how to _____," asking students only to listen.*
- *A number of students do not seem to be following the explanation.*
- *Students are inattentive during the teacher's explanation of content.*
- *Students' use of academic vocabulary is imprecise.*
- *And others...*

PROFICIENT • LEVEL 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specifi strategies students might use, inviting students to interpret them in the context of what they're learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

- *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."*
- *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"*
- *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.*
- *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."*
- *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.*
- *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.*
- *And others…*

DISTINGUISHED • LEVEL 4

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher fi opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

- If asked, students are able to explain what they are learning and where it fi into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

- *The teacher says, "Here's a spot where some students have diffi be sure to read it carefully."*
- *The teacher asks a student to explain the task to other students.*
- *When clarifi about the learning task is needed, a student offers it to classmates.*
- *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.*
- *The teacher asks, "Who would like to explain this idea to us?"*
- *A student asks, "Is this another way we could think about analogies?"*
- *A student explains an academic term to classmates.*
- *The teacher pauses during an explanation of the civil rights movement to remind students that the prefi* in- *as in* inequality *means "not" and that the prefi* un- *also means the same thing.*
- *A student says to a classmate, "I think that side of the triangle is called the* hypotenuse."
- *And others…*

3b USING QUESTIONING AND DISCUSSION TECHNIQUES

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:

Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

UNSATISFACTORY • LEVEL 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

POSSIBLE EXAMPLES

- *All questions are of the "recitation" type, such as "What is 3 x 4?"*
- *The teacher asks a question for which the answer is on the board; students respond by reading it.*
- *The teacher calls only on students who have their hands up.*
- *A student responds to a question with wrong information, and the teacher doesn't follow up.*
- *And others...*

BASIC • LEVEL 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

CRITICAL ATTRIBUTES

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

POSSIBLE EXAMPLES

- *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"*
- *The teacher asks, "Who has an idea about this?" The usual three students offer comments.*
- *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.*
- *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.*
- *And others...*

PROFICIENT • LEVEL 3

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

- *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"*
- *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"*
- *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.*
- *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.*
- *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did_____?" to find the reason in the text and to explain their thinking to a neighbor.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

- *A student asks, "How many ways are there to get this answer?"*
- *A student says to a classmate, "I don't think I agree with you on this, because..."*
- *A student asks of other students, "Does anyone have another idea how we might figure this out?"*
- *A student asks, "What if...?"*
- *And others...*

3c ENGAGING STUDENTS IN LEARNING

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, fi in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

The elements of component 3c are:

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.

Grouping of students

How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

UNSATISFACTORY • LEVEL 1

The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defi structure, or the pace of the lesson is too slow or rushed.

CRITICAL ATTRIBUTES

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

POSSIBLE EXAMPLES

- *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.*
- *Students fill out the lesson worksheet by copying words from the board.*
- *Students are using math manipulative materials in a rote activity.*
- *The teacher lectures for 45 minutes.*
- *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*
- *And others...*

BASIC • LEVEL 2

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."

CRITICAL ATTRIBUTES

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.
- The instructional groupings used are partially appropriate to the activities.

POSSIBLE EXAMPLES

- *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.*
- *Students are asked to fi in a worksheet, following an established procedure.*
- *There is a recognizable beginning, middle, and end to the lesson.*
- *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*
- *And others...*

PROFICIENT • LEVEL 3

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

- *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.*
- *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.*
- *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.*
- *Students are asked to create different representations of a large number using a variety of manipulative materials.*
- *The lesson is neither rushed nor does it drag.*
- *And others...*

DISTINGUISHED • LEVEL 4

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

- *Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.*
- *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.*
- *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
- *Students identify or create their own learning materials.*
- *Students summarize their learning from the lesson.*
- *And others...*

3d USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superfi y look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

The elements of component 3d are:

Assessment criteria

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifi y created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

UNSATISFACTORY • LEVEL 1

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

CRITICAL ATTRIBUTES

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Students receive no feedback, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates' work.

POSSIBLE EXAMPLES

- *A student asks, "How is this assignment going to be graded?"*
- *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.*
- *The teacher forges ahead with a presentation without checking for understanding.*
- *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."*
- *And others...*

BASIC • LEVEL 2

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.

CRITICAL ATTRIBUTES

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Feedback to students is vague and not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessment.

POSSIBLE EXAMPLES

- *The teacher asks, "Does anyone have a question?"*
- *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.*
- *The teacher says, "Good job, everyone."*
- *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.*
- *The students receive their tests back; each one is simply marked with a letter grade at the top.*
- *And others...*

PROFICIENT • LEVEL 3

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- Students are invited to assess their own work and make improvements; most of them do so.
- Feedback includes specific and timely guidance, at least for groups of students.

- *The teacher circulates during small-group or independent work, offering suggestions to students.*
- *The teacher uses specifically formulated questions to elicit evidence of student understanding.*
- *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.*
- *And others...*

DISTINGUISHED • LEVEL 4

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specifi and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

- Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

- *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.*
- *While students are working, the teacher circulates, providing specific feedback to individual students.*
- *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.*
- *Students offer feedback to their classmates on their work.*
- *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*
- *And others...*

3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

The elements of component 3e are:

Lesson adjustment

Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.

Response to students

Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators include:

- Incorporation of students' interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

UNSATISFACTORY • LEVEL 1

The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.

CRITICAL ATTRIBUTES

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside students' questions.
- The teacher conveys to students that when they have difficulty learning, it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

POSSIBLE EXAMPLES

- *The teacher says, "We don't have time for that today."*
- *The teacher says, "If you'd just pay attention, you could understand this."*
- *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."*
- *And others...*

BASIC • LEVEL 2

The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.

CRITICAL ATTRIBUTES

- The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.

POSSIBLE EXAMPLES

- *The teacher says, "I'll try to think of another way to come at this and get back to you."*
- *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."*
- *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

- *The teacher says, "That's an interesting idea; let's see how it fits."*
- *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.*
- *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.*
- *And others...*

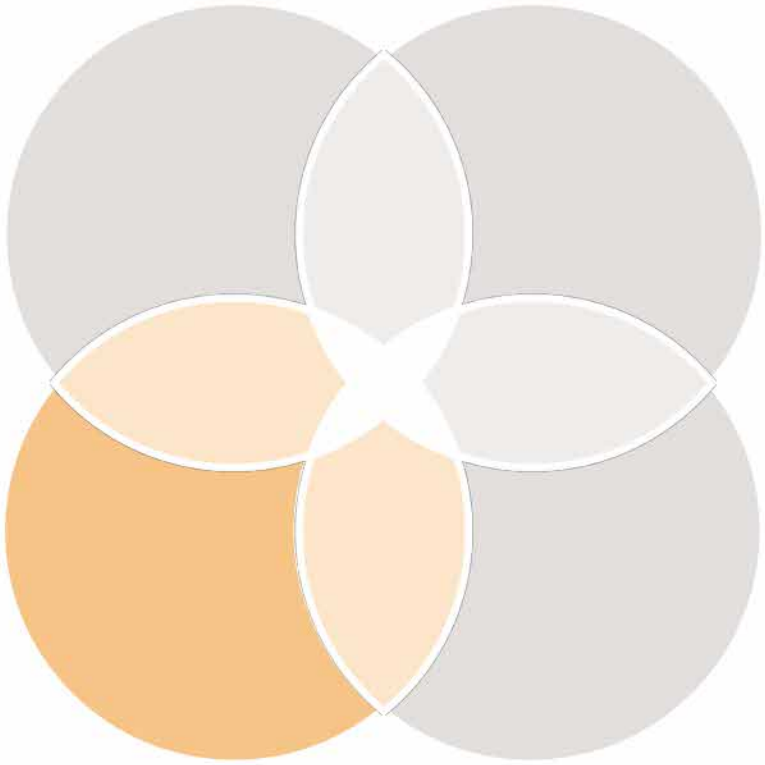
DISTINGUISHED • LEVEL 4

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that she won't consider a lesson "fi until every student understands and that she has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

- *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."*
- *The teacher incorporates the school's upcoming championship game into an explanation of averages.*
- *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*
- *And others...*

DOMAIN 4



PROFESSIONAL RESPONSIBILITIES

4a REFLECTING ON TEACHING

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

The elements of component 4a are:

Accuracy

As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

UNSATISFACTORY • LEVEL 1

The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

CRITICAL ATTRIBUTES

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

POSSIBLE EXAMPLES

- *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*
- *The teacher says, "That was awful; I wish I knew what to do!"*
- *And others...*

BASIC • LEVEL 2

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

CRITICAL ATTRIBUTES

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

POSSIBLE EXAMPLES

- *At the end of the lesson, the teacher says, "I guess that went okay."*
- *The teacher says, "I guess I'll try_____next time."*
- *And others...*

PROFICIENT • LEVEL 3

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

- *The teacher says, "I wasn't pleased with the level of engagement of the students."*
- *The teacher's journal indicates several possible lesson improvements.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

- The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher's suggestions for improvement draw on an extensive repertoire.

- *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."*
- *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*
- *And others...*

4b MAINTAINING ACCURATE RECORDS

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The elements of component 4b are:

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.

Student progress in learning

In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.

Noninstructional records

Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

UNSATISFACTORY • LEVEL 1

The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

CRITICAL ATTRIBUTES

- There is no system for either instructional or noninstructional records.
- Record-keeping systems are in disarray and provide incorrect or confusing information.

POSSIBLE EXAMPLES

- *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"*
- *The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."*
- *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*
- *And others...*

BASIC • LEVEL 2

The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but ineffi and, unless given frequent oversight by the teacher, prone to errors.

CRITICAL ATTRIBUTES

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

POSSIBLE EXAMPLES

- *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"*
- *The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."*
- *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

- The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- The teacher's process for recording noninstructional information is both efficient and effective.

- *On the class website, the teacher creates a link that students can access to check on any missing assignments.*
- *The teacher's gradebook records student progress toward learning goals.*
- *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning.
- Students contribute to maintaining noninstructional records for the class.

- *A student from each team maintains the database of current and missing assignments for the team.*
- *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
- *When they bring in their permission slips for a field trip, students add their own information to the database.*
- *And others...*

4c COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

The elements of component 4c are:

Information about the instructional program

The teacher frequently provides information to families about the instructional program.

Information about individual students

The teacher frequently provides information to families about students' individual progress.

Engagement of families in the instructional program

The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

UNSATISFACTORY • LEVEL 1

The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

CRITICAL ATTRIBUTES

- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.
- There is some culturally inappropriate communication.

POSSIBLE EXAMPLES

- *A parent says, "I'd like to know what my kid is working on at school."*
- *A parent says, "I wish I could know something about my child's progress before the report card comes out."*
- *A parent says, "I wonder why we never see any schoolwork come home."*
- *And others...*

BASIC • LEVEL 2

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

CRITICAL ATTRIBUTES

- School- or district-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Some of the teacher's communications are inappropriate to families' cultural norms.

POSSIBLE EXAMPLES

- *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."*
- *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."*
- *The teacher sends home weekly quizzes for parent or guardian signature.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

- *The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc.*
- *The teacher creates a monthly progress report, which is sent home for each student.*
- *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

- Students regularly develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.
- All of the teacher's communications are highly sensitive to families' cultural norms.

- *Students create materials for Back-to-School Night that outline the approach for learning science.*
- *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project on charting their family's use of plastics.*
- *And others...*

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent–teacher organization. With experience, teachers assume leadership roles in these activities.

The elements of component 4d are:

Relationships with colleagues

Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

UNSATISFACTORY • LEVEL 1

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.

CRITICAL ATTRIBUTES

- The teacher's relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

POSSIBLE EXAMPLES

- *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.*
- *The teacher does not attend PLC meetings.*
- *The teacher does not attend any school functions after the dismissal bell.*
- *The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."*
- *And others...*

BASIC • LEVEL 2

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

CRITICAL ATTRIBUTES

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

POSSIBLE EXAMPLES

- *The teacher is polite but seldom shares any instructional materials with his grade partners.*
- *The teacher attends PLC meetings only when reminded by her supervisor.*
- *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."*
- *The teacher contributes to the district literacy committee only when requested to do so by the principal.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

- *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.*
- *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.*
- *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.*
- *The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant district and community projects.

- *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.*
- *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.*
- *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.*
- *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*
- *And others...*

4e GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refi their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators fi ways to contribute to their colleagues and to the profession.

The elements of component 4e are:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

UNSATISFACTORY • LEVEL 1

The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

CRITICAL ATTRIBUTES

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

POSSIBLE EXAMPLES

- *The teacher never takes continuing education courses, even though the credits would increase his salary.*
- *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.*
- *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*
- *And others...*

BASIC • LEVEL 2

The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

CRITICAL ATTRIBUTES

- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

POSSIBLE EXAMPLES

- *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.*
- *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.*
- *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

- *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.*
- *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.*
- *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefits his students.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

- *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*
- *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.*
- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*
- *And others...*

4f SHOWING PROFESSIONALISM

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The elements of component 4f are:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

Teachers support their students' best interests, even in the face of traditional practice or beliefs.

Decision making

Teachers solve problems with students' needs as a priority.

Compliance with school and district regulations

Teachers adhere to policies and established procedures.

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

UNSATISFACTORY • LEVEL 1

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.

CRITICAL ATTRIBUTES

- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects district regulations.

POSSIBLE EXAMPLES

- *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.*
- *The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.*
- *The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.*
- *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.*
- *The teacher does not fi his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.*
- *And others...*

BASIC • LEVEL 2

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

CRITICAL ATTRIBUTES

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with district regulations.

POSSIBLE EXAMPLES

- *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."*
- *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.*
- *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.*
- *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.*
- *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specifi by his department chair.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays high standards of honesty, integrity, and confi in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
- The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with district regulations.

- *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.*
- *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.*
- *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.*
- *The English department chair says, "I appreciate when_____attends our after-school meetings; he always contributes something meaningful to the discussion."*
- *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding district regulations.

- *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.*
- *After the school's intramural basketball program is discontinued, the teacher fi ds some former student athletes to come in and work with his students, who have come to love the after-school sessions.*
- *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.*
- *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.*
- *When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.*
- *And others...*

A.C.A. § 6-15-2001

Arkansas Code of 1987 Annotated
Copyright © 2015 1987-2015 by the State of Arkansas
All rights reserved.

*** Legislation is current through the 2014 Second Extraordinary Session ***
*** and updates received from the Arkansas Code Revision Commission ***
*** through December 12, 2014. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 15 Educational Standards and Quality Generally
Subchapter 20 Public School Student Progression

A.C.A. § 6-15-2001 (2015)

6-15-2001. Intent.

It is the intent of the General Assembly subsequent to § 6-15-2004 that:

(1) Each student's progression from one (1) grade to another be determined, in part, upon proficiency in reading, writing, and mathematics;

(2) District school board of directors policies facilitate such proficiency; and

(3) Each student and his or her parent be informed of the student's academic progress.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 35, § 5.

LexisNexis® About LexisNexis | Privacy Policy | Terms & Conditions | Contact Us
Copyright © 2015 LexisNexis, a division of Reed Elsevier Inc. All rights reserved.

DRAFT

Accountability TAC Minutes February 19, 2015

Members of the Accountability Technical Advisory Committee (TAC)

Dr. William J. Brown, Chairman, Retired Director of Accountability Services, North Carolina Department of Public Instruction
Dr. Denise Airola, Director, Office of Innovation for Education, University of Arkansas
Dr. Huynh Huynh, Professor Emeritus, University of South Carolina
Dr. Eugene Kennedy, Professor, Louisiana State University
Mrs. Janinne H. Riggs, Consultant
Dr. Charity Smith, Principal Educational Consultant, Fetterman and Associates
Dr. Roger Trent, Trent Consulting

Current Status of Testing in Arkansas

At this time there is considerable uncertainty in Arkansas testing programs in the coming 2015-16 academic year. The Arkansas Department of Education (ADE) may not be permitted to use the PARCC assessments after the current 2014-15 academic year due to legislative actions. If this happens, ADE may not have sufficient time to develop and field test suitable replacement assessments. As a consequence, ADE may have to seek (and possibly augment) tests that are sufficiently matched to the Common Core State Standards (CCSS) or local Arkansas content standards that are in place at that time. The Arkansas current federal waiver requires ADE to determine a new list of Exemplary schools each year from test data. This requirement will be difficult to meet without using tests that can be treated as content-based equivalent between two adjacent years.

Meeting Legislative Accountability Mandates

The return of interpretable test results from PARCC will be delayed this first year until November, 2015. The schedule for rating schools in Arkansas is required to be completed prior to the return of this year's PARCC test scores. So an alternate process must be considered. As the last resort, use of past Benchmark test scores and other current data (as appropriate) may be called upon for a one-time scheme for school ratings to fulfill legislative requirements.

Arkansas Participation in PARCC Standard Setting

The PARCC standard setting will be done with participation of teachers from each of the participating states. As proposed at this time, the standard setting process uses a variation of content-based methodology in which judges match the content/skills of each item with each PARCC performance level. As in most standard setting procedures, the final set of standards is

determined by reaching a consensus of the group. Even if Arkansas is not permitted to continue use of PARCC assessments, teachers from the state will be able to participate in the standard setting process. It is anticipated that the new PARCC performance levels will require high rigor in achievement and may prove to be difficult to many students at the beginning. As mentioned in the last TAC meeting, ADE may set its own Arkansas performance levels for various local and state uses.

Administration Issues during the Transition Years

The first year of transition from Arkansas Benchmark assessments to the new PARCC tests involves many issues. (1) First and most important are concerns about (first-year) use of online testing via computer. These are centered on inadequate computer facilities and lack of training in using computer for testing on the part of many students, particularly those in low-income groups. For example, students at lower grade levels may not have acquired skills and experience in using online tools to solve mathematics problems. As a consequence, test scores for these students may not fully reflect their achievement on the items tested. (2) Questions are raised on the use of a mixture of online and paper-and-pencil (P&P) modes for test administrations. Some Arkansas districts are using P&P mode for all students. Some other districts that use online testing will also have some students with P&P mode. Online and P&P forms are intrinsically different from each other because online forms use a number of technology-enhanced items and where P&P forms do not. Even if PARCC has been very diligent in making online and P&P forms as equivalent and with comparable scores to the feasible extent, concerns are raised on potential interaction between test administration modes and major student demographics such as income level. (3) Lastly, PARCC is a new testing program with considerably demanding content standards. It is therefore expected that, as students become more familiar with the tests and instruction emphasis is more geared to new content areas, considerable student improvement is expected in subsequent years (as is well-known in other new testing programs). Thus the testing environment may be considered as not fully stable in the first few years of PARCC assessments.

Timing and Nature of PARCC 2014-15 Test Result

It is anticipated that a digital format of raw test data will be available in August 2015. (It will not have scores that are interpretable at this stage of analysis.). Scale scores are expected to be available in October or November but their form has not been specified. Individual student growth from year to year will not be available from PARCC consortium until the 2015-16 assessment However, if mandated, Arkansas could use past Benchmark data and PARCC 2014-15 data to compute student growth percentiles (SGPs) for various accountability functions. The utility of any PARCC-based growth scores depends on sufficient variability in student test scores. With high concentration of test scores at the lower end of the distribution (as expected for the first few years), growth scores such as SGPs need to be interpreted with care and due diligence.

Potential Research Analyses

Even if ADE discontinues the use of PARCC assessment in 2015-16, there may be an interest in comparing student achievement across these years. Although the new tests may differ in content standards, test format, and test administration mode, there are some general observations that can be made from examining and comparing relevant test score distributions. Given the proper cautions, statistical moderation processes can be used to make limited observations and interpretations about school performance across the transition years.

Implications of Proposed Legislation

The ADE has received legislative inquiries about ways to reduce the amount of time students spend in taking state or PARCC assessments. Note that PARCC assessments have two separate components: Performance Based assessment (PBA) and End-of-Year (EOY) assessment. A specific inquiry focused on the amount of time saved if the PBA were discontinued. In addition, what losses of data would be affected? The Department raised these questions with PARCC staff and found that a considerable amount of testing time would be reduced but the entire scoring process would be impaired. According to PARCC staff, the calculations for summative score for a student requires that both PBA and EOY portions of the test be taken. If a student failed to take the PBA portions, a score of zero would be assigned for the missing PBA score and the student summative score would be lowered down to the point of meaningless. Note that PARCC English Language Art (ELA) summative scores combine reading and writing into one score. Writing, along with modeling and problem solving skills in PARCC math assessments, are measured only through PBA items. There is also a financial consideration. ADE has already paid two thirds of the cost for the PBA section and the ability to compare the performance of Arkansas students with performance of students in other states would be lost. This negates one reason for the new test for the current 2014-15 academic year. Finally PARCC does not plan to conduct a separate equating (linking) for PBA scores and for EOY scores. Hence raw scores from EOY components are comprised of several test forms that are not equated to a common scale (metric). Unless equating is achieved, student raw scores from these test forms are not comparable.

Other Administrative Issue

The ADE is required by legislation to identify schools that are in the Exemplary category early enough in the school year to make financial or recognition awards. Since PARCC data for 2014-15 will not be available until November, 2015 or later, the ADE is searching for data that differentiates the Exemplary schools. ADE is considering the use of graduation rate data from 2015 and the Benchmark assessment data from 2013-14 to calculate and identify the new Exemplary schools for school year 2014-15.

The ADE has to identify schools in 2014-15 that are in Academic Distress so that additional support can be provided. The identification process should be done prior to the start of school so that assistance will begin as soon in the school year as possible. Since PARCC data will not be available at the start of the school year, other means must be considered. The recommendation

from the Technical Advisory Committee is to hold-harmless all state designations in school year 2015-16.

Since the testing program is in transition and there is no direct link with previously given tests, the rule for identifying schools in Academic Distress cannot be applied to the PARCC test scores which will have new and possibly more rigorous standards. The academic distress rule could be modified in 2015-16 to include the schools with scores in the lowest five percent of the statewide distribution of PARCC scores.

The TAC recommends continuing the decision to allow the Algebra II and ELA grade 11 exams to be optional. These decisions would be left to the discretion of the local school district administrators. If schools exercise the option not to use PARCC assessments, other tests which represent College and/or Career readiness must be administered. The Department shall provide a list of such tests.

Respectfully submitted,

William J. Brown, Chair

The Accountability Technical Advisory Committee

Agenda for TAC : October 14, 2014

I. PARCC Update

1. PARCC results will be returned in late October without achievement levels. (The levels will be set later. In what form will the results be – consortium percentiles or state percentiles or both? How will they be used? Or will the results simply be within grade scale scores or across grade scale scores? If scale scores are linked across grades, what process was used for the linking?
2. How will legislative reports be produced after the first PARCC test? School Recognition reports are due November 15. These include rewards of 100 dollars per student for schools in top decile and 50 dollars per student for schools in second highest decile. Other reports are: , A-F school ratings, The identification of schools in Academic Distress, and Grade Inflation analyses. These reports are due December.

II. Implementation Issues

3. Some schools have advanced 8th grade students who are taking Algebra I and/or Geometry. These students will be tested on these math courses. What will be the consequences of them taking or not taking the 8th grade math PARCC test?
4. If a student takes Algebra I and Geometry at the middle school,can their scores on these earlier ests be used for high school math accountability? If not, could Algebra II be used for high school math accountability?
5. What will be the consequences of making Algebra II testing optional?
6. What will be the consequences of making Grade 11 Literacy testing optional?
7. How will accountability be calculated for schools with only grades 11 and 12?
8. What research, if any, should the department do during this transition year?

Accountability TAC Minutes 10/14/2014

Members of the Accountability Technical Advisory Committee (TAC)

Dr. William J. Brown, Chairman, Retired Director of Accountability Services, North Carolina Department of Public Instruction
Dr. Denise Airola, Director, Office of Innovation for Education, University of Arkansas
Dr. Huynh Huynh, Professor of Education Emeritus, University of South Carolina
Dr. Eugene Kennedy, Professor, Louisiana State University
Mrs. Janinne H. Riggs, Retired Consultant, Arkansas Department of Education
Dr. Charity Smith, Principal Educational Consultant, Fetterman and Associates
Dr. Roger Trent, Trent Consulting

PARCC Data for States in Consortium

Ms. Hope Allen, Director of Assessment, Arkansas Department of Education (ADE), met with the TAC and other ADE staff in accountability to discuss the type and characteristics of data that will be generated by the PARCC assessments in elementary grades, middle grades and high school.

PARCC will give separate scale scores for Reading, Writing, Mathematics, and the combined area (Reading + Writing) called English Language Arts and Literacy (ELA/L). All these scale scores are equated (linked) across years. Sub-scores will be given in each major content sub-area but these sub-scores will not be equated across years. Item data will be given for all released items. PARCC will provide both consortium and state percentiles. If the 2015 base-year state percentiles are used in subsequent years, then they should be comparable across years for the state. As for consortium percentiles, they will be influenced by states joining or leaving the consortium.
Starting with the second year of testing (2016), scores will be provided to measure growth in student achievement. At this time, growth measures are likely to be student growth percentile (SGP) scores.

Five performance levels will be set by the consortium for ELA/L and Mathematics. Levels 4 and 5 will be designated as the levels for "College and Career Readiness" (CRR). Each state may be allowed to develop nomenclature for the other three

levels. High school standard setting panels will convene in July 2015 to recommend performance levels for the high school exams. Panels for other grades will meet in August 2015 to recommend performance levels for these grades. In the fall of 2015, the PARCC Governing Board and the Advisory Committee on CRR will vote on these cut scores.

In the initial year, PARCC plans on providing scores with achievement levels for students and schools in late November, 2015. In the following years, results are expected to be released by summer. Comparisons between states in the consortium can be made based on yearly data. It should also be noted that each state has the option of setting its own achievement levels as these may be needed to fulfill various accountability functions at the state level.

Other Testing Issues

P&P and Online Modes: The goal of the PARCC consortium is to test all students online. In the first few years, some schools will rely on the paper and pencil (P&P) testing mode due to lack of adequate technology for online testing. PARCC will handle technical issues in making P&P and online modes as comparable as possible in terms of test items and test scores. At some point, all testing is expected to be online and the P&P format will be considered as an accommodation. At that time, test content and test score comparability will cease to be a major issue of concern.

Scoring of Performance-Based Items: Oftentimes assessment items that require a written response (constructed response) are scored by two readers (and a third reader if necessary for resolution) to assure a high degree of reliability in the final score. This is often the case when scores are used to make decisions (such as promotion or high school graduation) for individual students. Due to cost considerations, the consortium will use only one reader (with 20% read behind for a reliability study) for scoring PB items in the 2015 base year. The unreliability in a one reader scoring system will likely be compensated in a reasonably large group of students such as a large school.

A major stated goal of PARCC is to score all PB items using artificial intelligence (AI) scoring at some point in time. If AI scoring can provide acceptable scores, then this will negate the need for double scoring for most accountability functions.

Grade 8 and End-of-Course Exams. Currently in Arkansas, some advanced 7th and 8th grade students take Algebra I and Geometry before entering high school. It is expected that the PARCC tests for these courses will be given to these students. (In the future, early enrollment in these courses may subside due to the more rigorous State Common Core Standards, CCSS) At issue is whether to require these students to take the PARCC grade-level math exams as well as their course exams. After considerable discussion, the TAC recommended that students be tested only in the math course in which they are enrolled. This would avoid double testing. TAC also recommended that the scores of these advanced students be counted for accountability at the school that provided the instruction.

Measuring Growth from Grade 8 to High School: Some schools in Arkansas are composed of 7th and 8th grades as well as high school grades. For these schools, the issue of how to measure growth arises. There are at least three options.
(1) If growth is assessed via an "absolute measure" based on vertical scales, then questions would be raised about the feasibility of developing a vertical scale across 8th grade math, Algebra I, Geometry and Algebra II, knowing that the Algebra and Geometry contents are quite distinct, and more specific than the general 8th math content. Similar, but less troublesome, questions may be raised for a vertical linking of ELA/L assessments from 8th grade to 10th grade.
(2) If performance categories are used, then would it be feasible to develop a system of "vertically moderated/articulated' cut scores for the assessments under consideration?
(3) Finally, could student growth percentile (SGP) scores be developed, using 8th math grade score as a covariate?

ESEA Targets Based on PARCC Exams: New ESEA targets (AMOs) for 2015 will need to be set to reflect the shifting from Benchmark and End-of-Course exams to new PARCC assessments. However, the department has indicated that there may be a pause in the administration of the Algebra II and 11th grade Literacy tests during the first year (2015) of PARCC testing. If this occurs, the Arkansas Department of Education will have to reset the targets for these courses in 2016.

Other Accountability Issues and TAC Recommendations

The TAC discussed the following points regarding accountability.

(1) School districts that schedule a Fall Block Semester organizational pattern will give the tests with paper and pencil if they also have fewer than 10 schools with block scheduling.

(2)The TAC recommends that, for schools that only have 11th and 12th grades, their accountability report will include a description of the prior achievement of their students and the results of an optional test of their choosing. The optional test should be one that best represents their curriculum for college or career readiness.

(3) In the first year of PARCC testing (2015), school rewards can be based on the Arkansas state percentiles provided by PARCC. Contingent of availability of funds, schools in the top decile could get up to $100 per student and those in the next decile could get up to $50.

(4) Five levels of school classifications are required by state legislation. Presently, these classifications can be determined from the state percentile distributions of schools that will be provided by PARCC. In the second year of testing, growth measures may be available from PARCC and can be incorporated into these ratings.

(5) The Grade Inflation Report is due December 1, 2015. Among other statistics, the report compiles the percent of students who made a B or better and who did not pass the end of course test on the first attempt. The report also compiles the percent of students who made a B or better and passed the end of course test. (This report may not be available as scheduled in the first year of testing.)

Respectfully submitted
William Brown, TAC Chairman
10/28/2014

PARCC

Partnership for Assessment of Readiness for College and Careers

Reporting

Accountability TAC

October 14, 2014

English Language Arts & Literacy Claims and Reporting Metrics

Claim		Sub-Claim	Performance Level	Scale Score	Sub-Score
ELA/L			X	X	
	Reading			X	
		Reading Literary Text			X
		Reading Informational Text			X
		Vocabulary			X
	Writing			X	
		Written Expression			X
		Knowledge of Conventions			X

Mathematics
Claims and Reporting Metrics

Claim	Sub-Claim	Performance Level	Scale Score	Sub-Score
Math		X	X	
	Major Content			X
	Additional & Supporting Content			X
	Expressing Mathematical Reasoning			X
	Modeling and Applications			X

Naming Performance Levels

- PARCC's performance levels are currently named by number: Levels 1-5.
- Question asked at last meeting: Should PARCC give descriptive names to each performance level?
- Recommendation/proposal: PARCC should give names to its performance levels.
  - At a minimum indicating which level will be considered "proficient" for the purpose of making AYP determinations, as well as for developing language and certain metrics to be included in score reports (see proposal for developing sub-score metrics).
  - Charge the Research and Psychometrics group with proposing names for discussion on the October 22 State Lead call

Givens and assumptions

1. No vertical scaling in Year 1
2. Scale scores will be reported for math, ELA/Literacy in reading and writing (these are the only scores to be equated across years)
3. Subscores will be reported for both math and ELA/L based on the claims structures
4. Raw score points range:
   - Math: 82 points to 107.
   - ELA/L: 102 points to 137 with a range of
     - 36 to 45 points for writing and
     - 66 to 92 points in reading

Raw score points

	Reading	Writing	ELA/L total	Mathematics
Grade 3	66	36	102	82
Grade 4	72	36	108	82
Grade 5	72	36	108	82
Grade 6	92	45	137	82
Grade 7	92	42	134	82
Grade 8	92	45	137	82
Grade 9	92	45	137	
Grade 10	92	45	137	
Grade 11	92	45	137	
HS EOC 1				97
HS EOC 2				97
HS EOC 3				107

ELA/L points

	Reading					Writing		
	Reading Literary Text	Reading Informational Text	Reading (Major Claim)	Vocabulary	Reading total	Written Expression	Knowledge of Conventions	Writing total
Grade 3	19	25	10	12	66	27	9	36
Grade 4	19	29	10	14	72	27	9	36
Grade 5	19	29	10	14	72	27	9	36
Grade 6	20	34	20	18	92	36	9	45
Grade 7	20	34	20	18	92	36	6	42
Grade 8	20	34	20	18	92	36	9	45
Grade 9	20	34	20	18	92	36	9	45
Grade 10	20	34	20	18	92	36	9	45
Grade 11	20	34	20	18	92	36	9	45

Math points

Math				
	Major Content	Additional & Supporting Content	Mathematical Reasoning	Modeling and Applications
Grade 3	43	13	14	12
Grade 4	47	9	14	12
Grade 5	44	12	14	12
Grade 6	36	20	14	12
Grade 7	43	13	14	12
Grade 8	43	13	14	12
Algebra I	33	24	14	18
Geometry	39	26	14	18
Algebra II	32 to 34	25	18	24

1. What scores will PARCC report to the department?

- Scale scores
- Performance Level Classification
- Sub-scores
- Item level performance for released items.

2. Will scaling be within grades or linked across grades?

After year one there will be a column on reports to show growth from the previous year.

>> no vertical scaling in year 1>>

3. Will scores be reported as consortium percentiles or state percentiles or both?

Both, state department and schools will be able to compare scores to PARCC consortium scores.

Design 1 - Aggregates (PARCC, State, and District)

PARCC

PERFORMANCE LEVEL AND SCALE SCORES/CHANGE - MATH

Grade 5 | Math

Math

Overall
Performance Level Distribution

Math Scale Score Average

DISTRICTS	Edit	TOTAL POPULATION	PERFORMANCE LEVELS	OVERALL SCALE SCORE	CHANGE
PARCC		934,233	9% 20% 26% 33% 12%	205	+10
State A		75,234	7% 19% 23% 36% 15%	215	+2
State B		1,125	3% 18% 21% 42% 14%	228	-12
State C		675	6% 21% 20% 37% 16%	220	+11
State D		875	16% 12% 25% 34% 13%	218	-10
State E		1,018	11% 24% 19% 31% 15%	216	-5
State F		564	15% 21% 18% 32% 14%	213	-5
State G		1,245	19% 21% 12% 37% 11%	211	+2

4. Will scores have achievement levels? If so, how many performance levels?

Yes, there are 5 achievement levels. They are not currently named but will be assigned names prior to reporting.

5. Will performance levels have descriptions that indicate what students know and can do?

- Yes, Performance Level Descriptors
- www.parcconline.org/plds

	Grade 3 Math : Sub-Claim A The student solves problems involving the Major Content for the grade/course with connections to the Standards for Mathematical Practice.			
	Level 5: Distinguished Command	**Level 4: Strong Command**	**Level 3: Moderate Command**	**Level 2: Partial Command**
Products and Quotients 3.OA.1 3.OA .2 3.OA .4 3.OA .6	Understands and interprets products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division. Factors are greater than 5 and less than 10. **Represents the multiplication or division situation as an equation.**	**Understands** and interprets products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division. **Factors are greater than 5 and less than 10.**	Interprets products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division. **One factor** is less than or equal to 5.	Interprets products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division. Limit to factors less than or equal to 5.

6. How will the achievement levels be set? Who will participate in setting the achievement levels?

- **PARCC standard setting process**
  - K-12 and higher education representatives
  - Benchmark Study and Postsecondary Educators' Judgment Study
    - Conducted by January 2015
    - Reviewed April 2015
      - decide how the study results will be organized and presented to the standard setting panels
  - Standard setting panels
    - Summer of 2015
    - Recommend cut scores for each assessment

7. When will states receive each of the score types mentioned above?

Reports for the first operational year will be available late November 2015.

Questions?

ACSIP Pilot Advisory Meeting Minutes

The meeting started at 10AM on March 2, 2015

Advisory Members present: Elbert Harvey, Dr. Wilde, Bobby Lester, Jayne Green, John Harris, Pam Clark, LaDonna Spain, Renata Bryant, Kathy Lee, Janet Walker, Tracy Streeter, Caroline Neel, Claire Pence

Absent: Jeanette Alstadt

Agenda item 1: Final Budget Submission: Advisory Committee established final submission of budgets for pilot districts to be May 29, 2015.

Agenda item 2: Debrief regional zone meetings: generally a positive feeling tone by all involved. Advisory Committee recommends another zone meeting in early May to review the final budget submission. Committee recommends that ADE provide more "hands-on" meetings and allow districts to bring school teams to trainings. Committee recommends that ADE provide Federal Program Coordinators training in COGNOS and APSCN reports. Many Federal Program Coordinators are reluctant to let go of the budget process in the current ACSIP software until they understand how to use APSCN and COGNOS. It appears that in an undetermined number of districts there is not close budget development for APSCN between the Federal Programs Staff and the District Bookkeepers, partially due to the separate processes currently employed by the State. It is also noted that the ALL SCHOOLS requirement for indicator assessment should be renamed NON-TITLE I Schools given the confusion that occurred this year.

Agenda item 3: Continuation of Pilot: Committee Advisory recommends that the Commissioner be notified that the Advisory recommends that the ACSIP Pilot be expanded and established as the statewide school improvement system or Arkansas Comprehensive School Improvement Planning; **IF**, ADE provides the support to assist districts in the transition. Support could include monthly Co-op work days, electronic skype/zoom school/district support and large district specific workdays. Transition planning and support should begin as soon as possible but not later than May.

Advisory recommended that if the ACSIP Pilot is not expanded, that the districts currently participating be given the option to continue. Thus, if the Pilot expanded in 2016-2017 School Year, current participants could provide support to districts in their region to assist ADE.

Advisory members acknowledged that the Committee should review all current rules pertaining to ACSIP requirements, any new legislation passed in the current session, ACSIP Monitoring and Audit Requirements, as well as Federal Program application

requirements and include additional forms in the software for districts to use to be fully compliant. Needs assessment, Health Coordinator for Wellness Priority and Evaluation of Current Interventions were specific items discussed.

Agenda item 4: Changes needed in the current ACSIP Pilot: Mr. Bobby Lester reviews with the committee that regardless of the software used for SY 15/16, additional Title I, Title II-A, and Title III applications will need to be submitted. Federal monitoring has continued to identify that our ACSIP process does not meet the requirements for Federal Program Applications.

Agenda item 5: ACSIP Monitoring of Pilot Districts: Mr. Harvey is in attendance and assures the advisory members that ACSIP Monitoring will recognize the Pilot and not have findings if expenditures are allowable within the current rules.

Agenda item 6: Indistar National Conference and School Improvement Conference: The two conferences we discussed. Indistar/ADI will hold their National State Participants Conference in Rogers, Arkansas in mid-March. The school improvement 2nd annual ADE conference will be held in June (most likely in Hot Springs).

The next committee meeting is scheduled for 10AM April 20th at ADE in Little Rock. Minutes of this meeting will be sent to advisory members electronically, along with PDFs of current rules to review that pertain to ACSIP.

DRAFT

Agenda for TAC: February 19, 2015

1. Approval of October 14, 2014 minutes

2. PARCC update and assessment readiness

3. Justification document for resetting ESEA AMOs based on 2015-2016 PARCC results (several districts will be using paper and pencil test for the 2014-2015 administration but all should be administering the assessments online in 2015-2016 – ramifications of setting AMOs for the next 6 years; contingency if PARCC administration is unsuccessful; legislative changes)

4. ESEA Renewal FAQ : http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/index.html
   E-2: opportunity gaps
   E-3: pause in federal designations [State designations]
   E-5: significant gaps

5. A-F calculation has large gaps defined, how would you demonstrate significant gap is closing? Must calculate Exemplary, Priority and Focus – how do you calculate Exemplary from 2014-2015 assessments? -- Robust Regression --Standard deviation in distribution
   Can A-F calculations be used to address schools that previously would have been designated Achieving or Needs Improvement?
   http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/Attachments/1435/A-F%20RULES%20for%20Third%20Public%20Comment.pdf

6. Academic Distress classification is based on the most recent three (3) years of assessments. How will the 2014-2015 initial administration of PARCC be merged with previous two (2) years of assessments?

7. Implications of not requiring Grade 11 ELA and Algebra II after the optional year (2014-2015)
   http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1410&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx%3FView%3D%7B05646C93%2D6931%2D4304%2DB20D%2D03A15F54A25E%7D%26FilterField1%3DSection%26FilterValue1%3DLearning%2520Services

8. Legislative impacts on accountability
   HB1241

ESEA Flexibility

Request Review Form: Principle 3

State Request: Arkansas

Date: July 18, 2012

REVIEW AND EVALUATION OF REQUESTS

The U.S. Department of Education (Department) will use a review process that will include both external peer reviewers and staff reviewers to evaluate State educational agency (SEA) requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have during the on-site review. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

This document provides guidance for peer review panels as they evaluate each request during the on-site peer review portion of the review process. The document includes the specific information that a request must include and questions to guide reviewers as they evaluate each request. **Non-italicized questions represent required elements.** The italicized questions reflect inquiries that reviewers will use to fully consider all aspects of an SEA's plan for meeting each principle, but do not represent required elements.

In addition to this guidance, reviewers will also use the document titled *ESEA Flexibility*, including the definitions and timelines, when reviewing each SEA's request. As used in the request form and this guidance, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Principle 3: Supporting Effective Instruction and Leadership

3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

3.A.i, Option B.i

Tally of Peer Responses: *1 Yes, 1 No*

	Are the guidelines the SEA has adopted likely to lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement?
Response Component	**Panel Response**

	Are the guidelines the SEA has adopted likely to lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement?
Response Component	**Panel Response**
Rationale	The guidelines adopted by the SEA address the evaluation systems of both teachers and principals. A strong background for the work comes from Arkansas state statute and Charlotte Danielson's *Framework for Teaching.* Neither Arkansas State statute or ADE's subsequent rules clearly articulate guidelines for the development of evaluation and support systems that are likely to increase the quality of instruction for students and improve student achievement. Because of the lack of specificity, particularly in the principal system, the reviewers were not able to reach consensus on the likelihood of the SEA guidelines leading to increasing the quality of instruction for students.
Strengths	The teacher evaluation system, TESS, is well-articulated and represents a major departure from "90 percent of districts using some type of checklist as their evaluation instrument." (p. 1) Four performance levels are identified. A plan is articulated for providing additional support to teachers placed in "intensive support status." The model is largely based on the nationally recognized and research-based Charlotte Danielson framework.
Weaknesses, issues, lack of clarity	There is no clear model for incorporating student growth measures into evaluation systems in a valid or standardized way. The language in Arkansas's State statute is likely to lead to various interpretations as LEAs develop their local systems. The principal evaluation system is undergoing a pilot phase and is not as well-described as the teacher evaluation system.
Technical	Provide a State-developed model as an option for LEAs that clearly explains the components and suggested

	Are the guidelines the SEA has adopted likely to lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement?
Response Component	**Panel Response**
Assistance Suggestions	percentages for each of the multiple measures to be included in the evaluation system, including student-growth.

3.A.i, Option B.ii: ED Staff will review B.ii. [Evidence of adoption of final guidelines by the SEA]

3.A.i, Option B.iii

Tally of Peer Responses: 2 Yes,

	Did the SEA have sufficient involvement of teachers and principals in the development of these guidelines?
Response Component	**Panel Response**

Did the SEA have sufficient involvement of teachers and principals in the development of these guidelines?	
Response Component	**Panel Response**
Rationale	It appears that SEA had sufficient involvement of teachers and principals in the development of these guidelines. The teacher evaluation task force, consisting of 36 members of employee and stakeholder groups, has met for two years in collaboration with Charlotte Danielson. The principal evaluation task force is not as far along at this time.
Strengths	A statewide TESS rules committee was formed to draft rules and regulations. Additional meetings were held with special education teachers and teachers of English Learners to focus on specific feedback from teachers who serve students with disabilities and English Learners. Although the rules committee did not include any representatives from Second Language Education, a specific group of teachers who work with English Learners was convened to address the concerns of that student population. (p. 4) ADE also hosted public meetings in all areas of the state, including an informational session and requests for feedback/survey information from participants. (p. 5) The SEA brought together a School Leadership Coordinating Council in 2009 to develop the guidelines for the principal evaluation system. The list of participating groups in the Council included the Arkansas Education Association. (p. 15) A teacher evaluation task force met for two years and included a diverse group of 36 stakeholders, including teachers, principals, and their representatives.
Weaknesses, issues, lack of clarity	It is noted that many of the task force recommendations were incorporated into TESS, but it is unclear from the proposal exactly what components of TESS were derived from the task force's recommendations and feedback. (p. 3)
Technical Assistance	

Did the SEA have sufficient involvement of teachers and principals in the development of these guidelines?	
Response Component	**Panel Response**
Suggestions	

3.A.ii.a

Tally of Peer Responses: 2 No

Are the SEA's guidelines for teacher and principal evaluation and support systems consistent with Principle 3 — i.e., will they promote systems that will….be used for continual improvement of instruction? **Consideration:** ➢ **Are the SEA's guidelines likely to result in support for all teachers, including teachers who are specialists working with students with disabilities and English Learners and general classroom teachers with these students in their classrooms, that will enable them to improve their instructional practice?**	
Response Component	**Panel Response**

	Are the SEA's guidelines for teacher and principal evaluation and support systems consistent with Principle 3 — i.e., will they promote systems that will….be used for continual improvement of instruction? **Consideration:** ➢ **Are the SEA's guidelines likely to result in support for all teachers, including teachers who are specialists working with students with disabilities and English Learners and general classroom teachers with these students in their classrooms, that will enable them to improve their instructional practice?**
Response Component	**Panel Response**
Rationale	The guidelines include a four-tier performance rating system, with differentiation for probationary and tenured teachers. The reliance of the rubrics on the 22 components of the Danielson Framework provides a focus on the work of teachers involved with students with disabilities and English Learners. While it is possible that these guidelines will ultimately promote systems that will be used for continual improvement of instruction, there is not sufficient information included in the proposal describing this component of Principle 3.
Strengths	Special Education teachers were included in the two-year teacher evaluation system process. (p. 4) Teachers of English Learners were brought together in a special session to review the work being done and add their input. State statute considers teachers of English Learners to be specialty area educators and will provide specific components in their rubrics and measures appropriate to their work. (p. 13) Professional development hours are allocated based on the results on a teacher's summative evaluation and must address the teacher's needs as identified through the summative evaluation. Formative observations will be used in addition to formal summative observations and will allow recommended improvements at the classroom level. (p. 7)

Are the SEA's guidelines for teacher and principal evaluation and support systems consistent with Principle 3 — i.e., will they promote systems that will….be used for continual improvement of instruction?

Consideration:

- **Are the SEA's guidelines likely to result in support for all teachers, including teachers who are specialists working with students with disabilities and English Learners and general classroom teachers with these students in their classrooms, that will enable them to improve their instructional practice?**

Response Component	Panel Response
Weaknesses, issues, lack of clarity	It is unclear how the principal evaluation system will be used for continual improvement. Differentiated support for teachers working with students with disabilities and English Learners is mentioned, but is not sufficiently explained. (p. 8)
Technical Assistance Suggestions	It was not stated what numbers of teachers in the 2010-11 pilot of the teacher evaluation system were teachers of students with disabilities and teachers of English Learners. In subsequent phases, it will be critical to continue to explore and monitor the needs of teachers of these students in the evaluation system. Craft a more detailed plan for how differentiated support will be delivered.

3.A.ii.b

Tally of Peer Responses: 2 Yes

Are the SEA's guidelines for teacher and principal evaluation and support systems consistent with Principle 3 — i.e., will they promote systems that will….meaningfully differentiate performance using at least three performance levels? **Consideration:** ➢ **Does the SEA incorporate student growth into its performance-level definitions with sufficient weighting to ensure that performance levels will differentiate among teachers and principals who have made significantly different contributions to student growth or closing achievement gaps?**	
Response Component	**Panel Response**

	Are the SEA's guidelines for teacher and principal evaluation and support systems consistent with Principle 3 — i.e., will they promote systems that will….meaningfully differentiate performance using at least three performance levels? **Consideration:** ➢ **Does the SEA incorporate student growth into its performance-level definitions with sufficient weighting to ensure that performance levels will differentiate among teachers and principals who have made significantly different contributions to student growth or closing achievement gaps?**
Response Component	**Panel Response**
Rationale	The SEA's guidelines will promote systems that will meaningfully differentiate performance using four performance levels. In the teacher evaluation system, State statute requires 50 percent of the evaluation to be derived from student scores on external tests (state and national tests). It is proposed that principal evaluations will include similar measures of student growth in similar weightings, but specific guidelines have not yet been crafted.
Strengths	The TESS system incorporates current testing practices and student growth measures. TESS is also looking ahead to future student data coming from PARCC assessments. (p. 6) Teachers are classified into one of four performance categories based on their impact on student learning and their professional practice: Distinguished, Proficient, Basic, and Unsatisfactory. Arkansas statute stipulates that half of the evidence used to evaluate teachers must be student performance indicators that are externally generated. ADE proposed to use a threshold for expected growth that would act as a trigger to prohibit the designation of a teacher as Distinguished. Further, persistently low student growth will result in a lower teacher effectiveness rating.
Weaknesses, issues, lack of	The principal evaluation system has not yet been fully developed and it is unclear how principals will be differentiated.

	Are the SEA's guidelines for teacher and principal evaluation and support systems consistent with Principle 3 — i.e., will they promote systems that will….meaningfully differentiate performance using at least three performance levels? **<u>Consideration:</u>** ➢ **Does the SEA incorporate student growth into its performance-level definitions with sufficient weighting to ensure that performance levels will differentiate among teachers and principals who have made significantly different contributions to student growth or closing achievement gaps?**
Response Component	**Panel Response**
clarity	
Technical Assistance Suggestions	

3.A.ii.c.

Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)?

3.A.ii.c.(i)

Tally of Peer Responses :2 No

	Does the SEA have a process for ensuring that all measures that are included in determining performance levels are valid measures, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA?
Response Component	**Panel Response**
Rationale	It is unclear if the SEA has a process for ensuring that all measures that are included in determining performance levels are valid measures. The rules workgroup and pilot teachers from the teacher evaluation group have not yet determined a component for the weighting of student growth and achievement. (p. 5) The principal evaluation system has not identified what percent of the evaluation will be attributed to student growth and achievement.
Strengths	
Weaknesses, issues, lack of clarity	With 50 percent of a teacher's evaluation coming from student growth measures, the determination of weighting test data in the four performance levels will be contentious, particularly for teachers of non-tested grade levels or subject areas.
Technical Assistance Suggestions	

3.A.ii.c(ii)

Tally of Peer Responses: 1Yes, 1 No

	For grades and subjects in which assessments are required under ESEA section 1111(b)(3), does the SEA define a statewide approach for measuring student growth on these assessments?
Response Component	**Panel Response**
Rationale	The statewide approach indicates that the ACTAAP CRT in math and literacy will be used in grades 4-8 (but not the weighting). (p. 10) The SEA defines a potential opportunity to use summary growth statistics based on state assessments, but State statute does not appear to mandate their use.
Strengths	Summary growth statistics are available for grades and subjects in which assessments are required under ESEA using the ACTAAP CRT assessments. (p. 10)
Weaknesses, issues, lack of clarity	A list of other current tests is made available on page 10 of the document, but it is not said with certainty which will be used and with what weighting. State statute mandates that 50 percent of a teacher's evaluation be based on student performance indicators that are externally generated, but it does not *require* the use of results from state assessments.
Technical Assistance Suggestions	It is required that all states use state assessments for determining student growth when available; please be clear that this is what you intend to do. Seek legislative authority, or make it more explicit in the TESS guidelines.

3.A.ii.c(iii)

Tally of Peer Responses: 2 No

	For grades and subjects in which assessments are not required under ESEA section 1111(b)(3), does the SEA either specify the measures of student growth that LEAs must use or select from or plan to provide guidance to LEAs on what measures of student growth are appropriate, and establish a system for ensuring that LEAs will use valid measures?
Response Component	**Panel Response**
Rationale	Rules for TESS delineating external assessment measures that may be used when state level assessments of growth in student learning are not available are still pending. (p. 10)
Strengths	
Weaknesses, issues, lack of clarity	The SEA only broadly refers to the potential use of pre- and post-test results from classroom and/or district assessments of knowledge, performance measures, and other assessments as listed, but it is not clear what SEAs guidelines are regarding these measures.
Technical Assistance Suggestions	

3.A.ii.d

Tally of Peer Responses: 2 No

	Are the SEA's guidelines for teacher and principal evaluation and support systems consistent with Principle 3 — i.e., will they promote systems that will….evaluate teachers and principals on a regular basis?
Response Component	**Panel Response**
Rationale	While novice and probationary and intensive support status teachers are evaluated annually, non-probationary teachers are only formally evaluated once every three years. This timeframe, and the lack of required interim evaluations, do not allow for continual improvement and timely and consistent feedback for professional growth.
Strengths	Principal evaluation will be conducted on an annual basis. (p. 14). Teachers who are considered novice or probationary or in Intensive Support Status are evaluated annually using the formal summative evaluation process.
Weaknesses, issues, lack of clarity	Non-probationary teachers who are not in intensive support status will only receive a formal evaluation once every three years. A three-year cycle for tenured teachers allows a lot of professional development time to go by. The Danielson Framework is so comprehensive – 4 areas and 22 components – that it will require getting used to over time.
Technical Assistance Suggestions	Consider more frequent summative evaluations of non-probationary teachers or a more formalized interim review process that can include informal observations and feedback cycles, required participation in professional learning communities, a formalized peer review process, etc. The annual Professional Learning Plan seems like a partial answer, but may not seem proactive to teachers.

3.A.ii.e

Tally of Peer Responses: 2 No

Are the SEA's guidelines for teacher and principal evaluation and support systems consistent with Principle 3 — i.e., will they promote systems that will….provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development?

Considerations:

- **Will the SEA's guidelines ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice?**
- **Are the SEA's guidelines likely to result in differentiated professional development that meets the needs of teachers?**

Response Component	Panel Response
Rationale	Although Professional Learning Plans are required for all teachers, it is a concern that non-probationary teachers will have significant lapses in their feedback cycles based on the infrequency of their formal evaluations.
Strengths	Annual Professional Learning Plans will help educators maintain their focus on agreed-upon goals, especially for teachers between evaluation years. (p. 9). These PLPs are differentiated by professional practice and impact on student growth. (p. 11) Pre- and post-observation conference requirements will ensure that teachers receive timely feedback on their formal observations.
Weaknesses, issues, lack of clarity	There is a concern that teachers in Intensive Support Status are required to use all their professional development hours to address their identified needs. It is not clear if these professional development hours include any coaching/individual attention, or if they are only workshop hours (p. 11) Because non-probationary teachers only receive formal evaluations once every three years, it is highly unlikely that they will receive clear, timely, and useful feedback to guide professional development in the interim.

	Are the SEA's guidelines for teacher and principal evaluation and support systems consistent with Principle 3 — i.e., will they promote systems that will….provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development? **Considerations:** ➢ **Will the SEA's guidelines ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice?** ➢ **Are the SEA's guidelines likely to result in differentiated professional development that meets the needs of teachers?**
Response Component	**Panel Response**
Technical Assistance Suggestions	Consider more frequent summative evaluations of non-probationary teachers or a more formalized interim review process that can include informal observations and feedback cycles, required participation in professional learning communities, a formalized peer review process, etc. The annual PLP seems like a partial answer, but may not seem proactive to teachers.

3.A.ii.f

Tally of Peer Responses: *1 Yes, 1 No*

	Are the SEA's guidelines for teacher and principal evaluation and support systems consistent with Principle 3 — i.e., will they promote systems that will….be used to inform personnel decisions?
Response Component	**Panel Response**
Rationale	The teacher evaluation system has a direct link with personnel decisions, as described on page 12 for teachers in Intensive Support Status. It is evident that the SEA's teacher evaluation systems will be used to inform personnel decisions, but there is insufficient information to determine if principal evaluation systems will as well.
Strengths	State statute requires that TESS provide a basis for making employment decisions. (p. 2) If a teacher has been under Intensive Support Status for two semesters without demonstrating significant progress, the evaluator will notify the superintendent who shall recommend termination or non-renewal of the teacher's contract. (p. 12)
Weaknesses, issues, lack of clarity	There is no clear guideline in the principal evaluation system that will ensure evaluation results are linked with personnel decisions.
Technical Assistance Suggestions	For those districts using district-developed teacher and principal evaluation systems, it may be difficult to tie evaluation results as directly to personnel decisions. Be clear that the principal evaluation system, as it evolves, will be used to inform personnel decisions, and how it will do so.

3. B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

3.B Is the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines likely to lead to high-quality local teacher and principal evaluation and support systems?

Considerations:

- *Does the SEA have a* **process for reviewing and approving** *an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the SEA's guidelines and will result in the successful implementation of such systems?*
- *Does the SEA have a process for ensuring that an LEA develops, adopts, pilots, and implements its teacher and principal evaluation and support systems with the* **involvement of teachers and principals***?*
- *Did the SEA describe the* **process it will use to ensure that all measures used in an LEA's evaluation and support systems are valid***, meaning measures that are clearly related to increasing student academic achievement and school performance, and are* **implemented in a consistent and high-quality manner** *across schools within an LEA (i.e., process for ensuring inter-rater reliability)?*
- *Does the SEA have a process for ensuring that teachers working with* **special populations of students***, such as* **students with disabilities** *and* **English Learners***, are included in the LEA's teacher and principal evaluation and support systems?*
- *Is the SEA's plan likely to be successful in ensuring that LEAs meet the* **timeline requirements** *by either (1) piloting evaluation and support systems no later than the 2013–2014 school year and implementing evaluation and support systems consistent with the requirements described above no later than the 2014–2015 school year; or (2) implementing these systems no later than the 2013–2014 school year?*
- *Do* **timelines reflect** *a clear understanding of what* **steps will be necessary and reflect a logical sequencing and spacing of the key steps** *necessary to implement evaluation and support systems consistent with the required timelines?*
- *Is the SEA plan for providing* **adequate guidance and other technical assistance** *to LEAs in developing and implementing teacher and principal evaluation and support systems likely to lead to successful implementation?*
- *Is the* **pilot broad enough to gain sufficient feedback** *from a variety of types of educators, schools, and classrooms to inform full implementation of the LEA's evaluation and support systems?*

3.B. (continued)

Tally of Peer Responses: *1 Yes, 1 No*

	Is the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines likely to lead to high-quality local teacher and principal evaluation and support systems? (see considerations above)
Response Component	**Panel Response**
Rationale	The SEA has a number of processes in place to ensure that the LEAs will follow through with the state evaluation plans. These include the prior use of state teacher initiatives, a strong research base, consistent monitoring, and ongoing support. The timelines appear to be well-constructed and achievable. The SEA outlines a system of support to LEAs through regional networks, professional development opportunities, and coaching/mentoring. However, there is insufficient detail included in the proposal to determine exactly how each LEA will develop and implement evaluation and support systems likely to lead to improved student outcomes. Because of this lack of clarity, the reviewers were unable to come to consensus.
Strengths	The timelines for adoption of both teacher and principal evaluation systems are quite clear and meet federal guidelines. Feedback and outreach are built into each phase of the adoption timeline, as well as outside support and technical assistance. (p. 18) Further, ADE recognizes where potential challenges might lie in their ability to meet their timeline requirements, such as in the summer 2014 revisions based on stakeholder feedback. (p. 19)
Weaknesses, issues, lack of clarity	Given that the final rules have yet to be adopted, ADE does not yet have a formal process for ensuring that each LEA develops, adopts, pilots, and implements evaluation and support systems, particularly if the LEA chooses to use an alternative model to TESS.
Technical Assistance Suggestions	The inclusion of teachers of students with disabilities and teachers of English Learners in special session workgroups is commendable. As each of the evaluation systems moves into pilot phases, it will be critical to continue that focus on special needs students, and that teachers of such students are represented in the

	Is the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines likely to lead to high-quality local teacher and principal evaluation and support systems? (see considerations above)
Response Component	**Panel Response**
	piloting and feedback stages. Provide a state-developed model as an option for LEAs that clearly explains the components and suggested percentages for each of the multiple measures to be included in the evaluation system, including student-growth.

Principle 3 Overall Review

Tally of Peer Responses: 1 Yes, 1 No

	Are the SEA's guidelines and the SEA's process for ensuring, as applicable, LEA development, adoption, piloting, and implementation of evaluation and support systems comprehensive, coherent, and likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?
Response Component	**Panel Response**

	Are the SEA's guidelines and the SEA's process for ensuring, as applicable, LEA development, adoption, piloting, and implementation of evaluation and support systems comprehensive, coherent, and likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?
Response Component	**Panel Response**
Rationale	Overall, the reviewers commended the TESS framework in a broad sense. However, insufficient detail throughout the proposal and guidelines prevented the reviewers from reaching consensus on Principle 3. More specificity on various components such as the use of student growth measures, systems for ensuring meaningful and regular feedback and professional development, and a fully-fleshed out principal evaluation system are still needed.
Strengths	The teacher evaluation system, TESS, is well-articulated and represents a major departure from "90% of districts using some type of checklist as their evaluation instrument." (p. 1) The model is largely based on the nationally recognized and research-based Charlotte Danielson framework. It appears that SEA had sufficient involvement of teachers and principals in the development of these guidelines The guidelines include a four-tier performance rating system, with differentiation for probationary and tenured teachers. The reliance of the rubrics on the 22 components of the Danielson Framework provides a focus on the work of teachers involved with students with disabilities and English Learners. ADE proposed to use a threshold for expected growth that would act as a trigger to prohibit the designation of a teacher as Distinguished. Further, persistently low student growth will result in a lower teacher effectiveness rating. State statute requires that TESS provide a basis for making employment decisions. (p. 2) The timelines for adoption of both teacher and principal evaluation systems are quite clear and meet federal

	Are the SEA's guidelines and the SEA's process for ensuring, as applicable, LEA development, adoption, piloting, and implementation of evaluation and support systems comprehensive, coherent, and likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?
Response Component	**Panel Response**
	guidelines. Feedback and outreach are built into each phase of the adoption timeline, as well as outside support and technical assistance. (p. 18)
Weaknesses, issues, lack of clarity	There is no clear model for incorporating student growth measures into evaluation systems in a valid or standardized way. The language in state statute is likely to lead to various interpretations as LEAs develop their local systems. The principal evaluation system is undergoing a pilot phase and is not as well-described as the teacher evaluation system. It is unclear how the principal evaluation system will be used for continual improvement. Differentiated support for teachers working with students with disabilities and English Learners is mentioned, but is not sufficiently explained. (p. 8) The rules workgroup and pilot teachers from the teacher evaluation group have not yet determined a component for the weighting of student growth and achievement. (p. 5) The principal evaluation system has not identified what percent of the evaluation will be attributed to student growth and achievement. State statute mandates that 50% of a teacher's evaluation be based on student performance indicators that are externally generated, but it does not *require* the use of results from state assessments. This is a concern, as the use of state assessments is required by ESEA Flexibility For non-tested grades and subject areas, the SEA only broadly refers to the potential use of pre- and post-test results from classroom and/or district assessments of knowledge, performance measures, and other assessments as listed, but it is not clear what SEAs guidelines are regarding these measures.

	Are the SEA's guidelines and the SEA's process for ensuring, as applicable, LEA development, adoption, piloting, and implementation of evaluation and support systems comprehensive, coherent, and likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?
Response Component	**Panel Response**
	Non-probationary teachers who are not in intensive support status will only receive a formal evaluation once every three years. A three-year cycle for tenured teachers allows a lot of professional development time to go by. The Danielson Framework is so comprehensive – 4 areas and 22 components – that it will require getting used to over time. Because non-probationary teachers only receive formal evaluations once every three years, it is highly unlikely that they will receive clear, timely, and useful feedback to guide professional development in the interim. There is no clear guideline in the principal evaluation system that will ensure evaluation results are linked with personnel decisions. Given that the final rules have yet to be adopted, ADE does not yet have a formal process for ensuring that each LEA develops, adopts, pilots, and implements evaluation and support systems, particularly if the LEA chooses to use an alternative model to TESS.
Technical Assistance Suggestions	See all the sections above.

Public School Rating System on Annual Report Cards

Annette Barnes, Assistant Commissioner
Public School Accountability
Arkansas Department of Education
October 30, 2014

2014-2014

- A
- B
- C
- D
- F

Calculation Model

- Weighted Performance
- Improvement Score with ESEA Options
- Four-Year Adjusted Cohort Graduation Rate (where applicable)
- Gap Adjustments (where applicable)

State Board of Education approved with an addition

What's Next?

PARCC Implications

- The Calculation Method will have to be adjusted to incorporate new assessments and performance levels.

- We are continuing communications with our Technical Assistance Committee for Accountability

From: "Annette Barnes (ADE)" <Annette.M.Barnes@arkansas.gov>
Date: September 28, 2014 at 8:30:09 PM CDT
To: Bill&Lois Brown <wjbj@earthlink.net>
Cc: "Lisa LeGardye (ADE)" <Lisa.LeGardye@arkansas.gov>, "Louis Ferren (ADE)" <Louis.Ferren@arkansas.gov>, "Annette Barnes (ADE)" <Annette.M.Barnes@arkansas.gov>
Subject: Re: TAC meeting

Dr. Brown:

Thank you for getting back to me so quickly. Let's go with trying to meet on October 13/14. I have copied Ms. Lisa LeGardye and Mr. Ferren for information purposes on this email to try to get the ball rolling on our end and assist with any arrangements. I will review the document and make necessary adjustments and then get it back to you, hopefully sometime tomorrow after our leadership meeting. I posed some data questions Friday to our Assistant Commissioner of Learning Services to try to provide information on what is anticipated regarding how it will look and plans for it with respect to projected timelines of when we anticipate receiving it and in what format. The first link below is to a Commissioner's Memo of actual amendment requests that have been submitted to our approved ESEA Flexibility extension and the second link is what ADE leadership has decided it will do regarding the additional assessments at the HS level and with middle schools double testing. While amendments have not been officially submitted on the latter, conversation has taken place with USDE via phone and email (see below.) Hence, my questions to you in regards to potential impacts of using optional assessment and the variations presented by changing prior practice in middle grades for math and high school literacy. We have not heard back on either.

http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1302&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx%3FView%3D%7B05646C93%2D6931%2D4304%2DB20D%2D03A15F54A25E%7D%26FilterField1%3DSection%26FilterValue1%3DPublic%2520School%2520Accountability

http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1349&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx

The email below was developed by the leadership team and sent on Wednesday. Mr. Ferren and I discussed his follow-up questions on Thursday.

AB

From: "Annette Barnes (ADE)" <Annette.M.Barnes@arkansas.gov>
Date: September 24, 2014 at 5:36:49 PM CDT
To: Jessica Skrebes <Jessica.Skrebes@ed.gov>, "Eric D. Larson" <Eric.D.Larson@ed.gov>
Cc: "Tony Wood (ADE)" <Tony.Wood@arkansas.gov>, "Mike Hernandez (ADE)" <Mike.Hernandez@arkansas.gov>, "Deborah Coffman (ADE)" <Deborah.Coffman@arkansas.gov>, "Debbie Jones (ADE)" <Debbie.Jones@arkansas.gov>, "Ivy Pfeffer (ADE)" <Ivy.Pfeffer@arkansas.gov>
Subject: Arkansas Questions

Hi Jessica:

This email is a follow-up to our conversation yesterday. We look forward to guidance very soon regarding next steps on the following actions we are proposing in the current school year:

1. The ADE plans to administer only one math assessment for middle school students enrolled in a high school credit bearing Algebra 1 or Geometry course. Rather than participate in both the Algebra 1/Geometry PARCC assessment, students would only participate in either PARCC Algebra 1/PARCC Geometry depending on the course for which they are enrolled.

2. The ADE plans to administer PARCC in grades 3-10 ELA and grades 3-Geometry. ADE will make the grade 11 ELA and Algebra II assessments optional at the district level. Arkansas will maintain its commitment to CCR assessments at the high school level and be able to us PARCC grade 10 ELA and Geometry in its method of calculating proficiency and growth AMOs.

In addition we are also wondering if there is a more specific projected time established for issuance on the guidance expected in Fall of 2014 for "SEAs that need other implementation flexibility for teacher and principal evaluation and support systems" as discussed in Secretary Delisle's August 21, 2014 letter to Chief State School Officers?

Thanks,

AB

M. Annette Barnes, Assistant Commissioner
Public School Accountability

Sent from my iPad

Follow-up questions from Mr. Ferren:

2 states that ADE will use Geometry for calculating proficiency and growth AMOs but 1 states that students would participate in either Algebra or Geometry. Should 2 state that ADE will use Geometry or Algebra for calculating proficiency and growth AMOs? Also 2 states that the ADE plans to administer PARCC in grades 3-10 ELA and grades 3-Geometry. Is the ADE planning to give math tests from grades 3-7, then Algebra or Geometry? Can a student take Algebra before grade 8? Can they take a math exam for accountability other than Algebra or Geometry in grades 8 or 9 or 10?

M. Annette Barnes, Assistant Commissioner
Public School Accountability

Sent from my iPad

On Sep 28, 2014, at 7:26 PM, "BillLois Brown" <wjbj@earthlink.net> wrote:

Mrs. Barnes
The only date that I could get with TAC was October 13/14. Five of seven members can attend. Dr. Roger Trent can not attend on any date and I have not been contacted by Dr. Eugene Kennedy so he may be able to attend. We need to move swiftly to book airline tickets. Will this date work for you?
I am attaching possible items that were discussed by us. Can you review the items and edit as needed. I will send them out as an agenda after hearing from you.
Bill Brown
<NOTES FROM DISCUSSIONS WITH MRS Barnes.docx>

From: Annette Barnes (ADE)
Sent: Monday, September 29, 2014 5:43 PM
To: 'wjbj@earthlink.net'
Cc: Annette Barnes Lewis (ADE) (annette.m.barnes@arkansas.gov)
Subject: Arkansas TAC Meeting

Dr. Brown:

I apologize, that I am just getting this email out to you. I am pasting in questions I received this afternoon, some of which tie in to what we had already placed in the document. One question we have been asked by the ADE is what we need the reports to do. Specifically, tell us what accountability needs in the reports. Since the day will be packed full, I will leave it to your discretion to prioritize the attached topics since all of them have interrelated impact. Thank you again for the extra work put in to pull this together.

AB

What will the data look like?
PARCC is working on the reports now.
https://drive.google.com/file/d/0B4cBgibWywNRdUFFWW80UndyQk0/edit?usp=sharing
This is the latest look presented by PARCC and all we know at this point. I need to know what you need the reports to do. Specifically, tell us what accountability needs in the reports.
How will achievement levels be set?
Scores will be reported based on categories set by the consortium. Each state will set their own cut scores for accountability/remediation/graduation etc.

From: Debbie Jones (ADE)
Sent: Monday, September 29, 2014 1:19 PM
To: Annette Barnes (ADE)
Cc: Mike Hernandez (ADE); Jeremy Lasiter (ADE)
Subject: Commissioner's Memo

Annette,

We are getting many accountability questions and I am wondering if you might assist by putting out a commissioner's memo to address these questions:

1. If schools choose to administer the Algebra II assessment, will it count for accountability?
2. What subjects and levels count towards accountability?
3. Will the accountability rating be in place for 1 year/2 years?
4. Will PARCC performance this year affect school ratings? Teacher SOAR ratings?
5. What levels at high school must schools provide remediation? If they administer the Algebra II, will schools have to provide remediation?
6. Schools must offer the 4th year math transitions course, but are students required to take it? (I am telling schools "no" because it is not written as a requirement for student participation in the law, only that it is offered.

Thank you

M. Annette Barnes, Assistant Commissioner
Division of Public School Accountability
Arkansas Department of Education
Four Capitol Mall ~ Room 205-B
Little Rock, AR 72201
Office: 501 682-5891/615-5624
Fax: 501 682-7966

"I always seek the good that is in people and leave the bad to Him who made mankind and knows how to round off the corners." *Goethe's Mother*

Approved Memos: Proposed Rules for Public Comment: ADE Rules Governing the Rating System on Annual School Report Cards

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Proposed Rules for Public Comment: ADE Rules Governing the Rating System on Annual School Report Cards
Memo Number	COM-15-048
Memo Date	2/6/2015
Attention	Charter Directors; Co-op Directors; Superintendents
Memo Type	Regulatory
Response Required	No
Section	Legal Services
Regulatory Authority	§ 6-15-2106, 6-15-2107
Contact Person	Lori Freno
Phone Number	(501) 682-4234
E-Mail	lori.freno@arkansas.gov
Memo Text	On December 1, 2014, the Arkansas State Board of Education released for public comment the following proposed rules:

- Arkansas Department of Education Rules Governing the Rating System on Annual School Report Cards.

These rules are now being released for a third public comment period. A public comment hearing will be held on the proposed rules on Monday, March 2, 2015, in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas. Comments on the proposed rules may be mailed to:

Office of Legal Services
Arkansas Department of Education
Four Capitol Mall, Room 404-A
Little Rock, AR 72201

Comments also may be emailed to ADE.RulesComments@arkansas.gov, or submitted online at http://www.arkansased.org/divisions/legal/rules/pending/pending-submission.

The proposed rules are attached. Copies may be obtained from the Office of Legal Services at the address listed above, or online at: http://www.arkansased.org/divisions/legal/rules/pending.

Comments on the proposed rules will be accepted until 4:30 on March 10, 2015.

Public comments already submitted on these rules will be considered and need not be resubmitted.

Attachments A-F RULES for Third Public Comment.pdf

Version: 11.0
Created at 2/6/2015 11:26 AM by Lori Freno-Engman (ADE)
Last modified at 2/25/2015 8:24 AM by Deborah Coffman (ADE)

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS 2015

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards ("Rules").

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*

2.00 PURPOSE

The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Act 696 of 2013.

3.00 DEFINITIONS

3.01 **Department** means Arkansas Department of Education.

3.02 **Four-Year Adjusted Cohort Graduation** Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 **Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.

3.04 **"TAGG" (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of "A," "B," "C," "D," or "F."

4.02 Each school's score will be calculated by the Department using the model set forth in Appendix "A."

4.03 If a school district has an Alternative Learning Environment (ALE) and the ALE has a Local Education Agency (LEA) number, the school district shall, for purposes of a letter grade assignment pursuant to these rules only, include the ALE students in their respective attendance area schools.

4.04 ~~4.04. The school rating system shall not apply to Alternative Learning Environments with LEA numbers as identified in Ark. Code Ann. § 6-48-101.~~ ~~4.03.~~ Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.

APPENDIX "A"

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and Four-Year Adjusted Cohort Graduation Rate (where applicable)[1] and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score 2

Improvement Score with ESEA Options 2

Determination of Meeting Test Score Targets 3

Determination of Meeting Graduation Rate Targets 3

Four-Year Adjusted Cohort Graduation Rate 4

Adjustments for Achievement Gaps and Graduation Gaps 4

Achievement Gap Adjustment 4

Graduation Rate Gap Adjustment 5

Overall Score Calculation 5

Applying Cut Scores to the Overall Score to Determine Letter Grades 6

[1] Throughout this document, the term "graduation rate" refers to schools' Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted in this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	*0.25*	1	*1.25*

At the school level, the *Weighted Performance Score* is calculated as follows:

$$Weighted\ Performance\ Score = \frac{(0 * Below\ Basic\ N) + (0.25 * Basic\ N) + (1 * Proficient\ N) + (1.25 * Advanced\ N)}{NonMobile\ Student\ Test\ Scores\ in\ Math\ and\ Literacy\ N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).[2] If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Literacy – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

[2] Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile
Grad Rate – TAGG	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile

Four-Year Adjusted Cohort Graduation Rate

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

Adjustments for Achievement Gaps and Graduation Gaps

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$Achievement\ gap = NonTAGG\ Proficiency\ \% - TAGG\ Proficiency\ \%$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Gap Adjustments are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Achievement Gap Range	~~24%~~ 23.86% or greater	~~20-23%~~ 19.53-23.85%	~~16-19%~~ 15.93-19.52%	~~12-15%~~ 12.00-15.92%	Less than 12.00%

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

Graduation Rate Gap Adjustment

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$Graduation\ Rate\ Gap = NonTAGG\ Graduation\ Rate - TAGG\ Graduation\ Rate$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Graduation Gap Range	~~16%~~ 16.21% or greater	~~10-15%~~ 10.75-16.20%	~~7-9%~~ 6.90-10.74%	~~2-6%~~ 3.66-6.89%	Less than ~~2%~~ 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

Overall Score Calculation

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

Schools with graduation rate:

$$Overall\ school\ score = (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

Schools without graduation rate:

$$Overall\ school\ score = (1.5)(Weighted\ Perf. + Gap\ Adj.) + (1.5)(Improvement)$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

Applying Cut Scores to the Overall Score to Determine Letter Grades

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = Less Than 180 points

Approved Memos: Comments on Proposed ESEA Flexibility Renewal

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Comments on Proposed ESEA Flexibility Renewal
Memo Number	COM-15-052
Memo Date	3/24/2015
Attention	Charter Directors; Co-op Directors; Elementary Principals; Middle School Principals; High School Principals; Superintendents; Teacher Center Coordinators; Parents and community leaders
Memo Type	Informational
Response Required	No
Section	Public School Accountability
Regulatory Authority	§
Contact Person	M. Annette Barnes
Phone Number	501-682-5891
E-Mail	ade.eseacomments@arkansas.gov

Memo Text

Arkansas, via a one year extension, has continued implementation of the ESEA Flexibility Waiver that was approved June 29, 2012. This extension allowed the continuation of waivers from specific portions of NCLB through June 30, 2015. The extension also allowed the ADE time to gather additional information needed to assess the effectiveness of the flexibility and to identify areas where additional flexibility may empower districts and schools to be more prescriptive in drilling down to the individual needs unique to the student populations they serve.

Arkansas will submit application to renew its ESEA Flexibility Request for an additional three (3) years (July 2015 – June 2018) with emphasis on the following:

- Pausing ESEA accountability designations and the development of new AMOs until results of 2015-2016 assessment data are available.

- For the transition year of 2015 reporting 2015 results against AMOs based on school performance at the 20th percentile rank for the state distribution. The AMO for each subject for 2015 would be set at the percentage of students meeting or exceeding the grade level standard as determined through standard setting process.
- Students in 7th and 8th grade taking Algebra I or Geometry will only be assessed in the math subject in which they are enrolled.
- Making Algebra II and Grade 11 ELA optional but maintaining the requirement that all students take at least one college and career ready assessment in math and one in literacy between grades 10 and 12.
- Recalculated Priority School and Focus School lists will be based on 2012, 2013, and 2014 assessment data.
- Aligning state and federal accountability systems by proposing additional exit criteria for Priority and Focus schools during the assessment transition year and beyond.
- Interventions and requirements for Priority and Focus schools that fail to exit status after years 3, 4 and 5 have been developed.
- External Providers will become optional for Priority or Focus Schools.
- Scholastic Audit requirement has been removed for newly identified Priority Schools.
- New State Personnel Development Grant (SPDG) focused on a systemic phasing in of RTI.
- Requirement that the highest rated schools cannot have a significant achievement or graduation gaps.

Additionally, while Principle 3 continues to be under review by the U. S. Department of Education, Arkansas will provide information that addresses both successes and challenges experienced during these implementation years.

Arkansas plans to submit its renewal after reviewing and/or incorporating applicable information shared by the Committee of Practitioners, other stakeholder groups and the Technical Advisory Committee (TAC) for Public School Accountability. Please submit any comments regarding the proposed revisions and renewal to ade.eseacomments@arkansas.gov or mail comments to the Division of Public School Accountability, Arkansas Department of Education, Four Capitol Mall Room 205-B, Little Rock, AR 72201. In order to meet submission timelines, comments must be received by 4:30 p.m. March 30, 2015.

Attachments ESEA Flexibility Request_March 2015.pdf

Version: 22.0
Created at 2/25/2015 10:23 AM by Lisa LeGardye (ADE)
Last modified at 3/24/2015 3:40 PM by Deborah Coffman (ADE)

Approved Memos: ESEA Flexibility Renewal - Phase 2

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	ESEA Flexibility Renewal - Phase 2
Memo Number	COM-15-063
Memo Date	4/2/2015
Attention	Charter Directors; Co-op Directors; Elementary Principals; Middle School Principals; High School Principals; Superintendents; Teacher Center Coordinators; Parents and Community Leaders
Memo Type	Informational
Response Required	No
Section	Public School Accountability
Regulatory Authority	§
Contact Person	M. Annette Barnes
Phone Number	501-682-5891
E-Mail	ade.eseacomments@arkansas.gov
Memo Text	This memo serves as an update to COM-15-052. Arkansas completed the initial step in the approval process with a March 31, 2015 submission. The revised ESEA Renewal Request is attached. In the next few weeks the second phase will begin via conversations with US Department of Education personnel. The ADE values your input and request comments and concerns continue to be submitted to ade.eseacomments@arkansas.gov. These will assist ADE staff in working through the approval process as well as provide additional information that may be used to inform future accountability decisions.
Attachments	ESEA Flexibility Renewal_Redline_March 31 2015.pdf

Version: 10.0
Created at 4/2/2015 3:20 PM by Annette Barnes Lewis (ADE)
Last modified at 4/2/2015 5:09 PM by Deborah Coffman (ADE)

[Commissioner's Memo to solicit public comments]

http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1480&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx%3FView%3D%7B05646C93%2D6931%2D4304%2DB20D%2D03A15F54A25E%7D%26FilterField1%3DSection%26FilterValue1%3DPublic%2520School%2520Accountability

From: Teri Phiyaw [mailto:teri.philyaw@smackover.net]
Sent: Tuesday, March 31, 2015 7:33 PM
To: ade.eseacomments
Subject: ESEA Waiver Comments

I just have a "spelling correction" that I noticed while looking over the latest ESEA Waiver Draft forwarded to me after the COP meeting this morning.

On page 79 in the section: "Pause Status Determination in 2015, resume in 2016 Achieving or Needs Improvement."
the last sentence in that section the word intervention is misspelled.

Thanks for all the work on this renewal. Have a great day!

Sent from my iPhone

From: Paige Chase [mailto:paigechase4097@gmail.com]
Sent: Monday, March 30, 2015 9:40 PM
To: ade.eseacomments
Subject:

I did read the info provided. It was quite confusing for me, a non educator. As a parent, I wish we could cut through all the "stuff" , get back to basics, educate in a meaningful way, and pay our teachers a decent salary.

Sent from my iPad

From: Jennifer Dedman [mailto:jdedman@apsrc.net]
Sent: Monday, March 30, 2015 1:50 PM
To: ade.eseacomments
Cc: Barbara Hunter Cox
Subject: Comments on Proposed ESEA Flexibility Renewal

Ms. Barnes,

Please find attached comments from the Arkansas Public School Resource Center on the proposed ESEA flexibility request. If you have any questions, please contact Barbara Hunter-Cox at bhuntercox@apsrc.net or at (501)492-4300.

Thank you,

Jennifer Dedman

Staff Attorney

1401 W. Capitol Ave, Suite 315

Little Rock, Arkansas 72201

Phone (501) 492-4300

Fax (501) 492-4305

APSRC

The information contained in this email and any files transmitted with it are the privileged and confidential property of the Arkansas Public School Resource Center and are protected from disclosure and are for authorized use only by the intended recipient. If you are not the intended recipient, or an employee or agent responsible for delivering this email and attachments to the intended recipient, please notify the sender by reply email and delete this email with any attached files immediately from your computer. You are hereby notified that the unauthorized use, retention, dissemination, distribution or copying of this email and any attached files is strictly prohibited and may be punishable by law.

Attached Word Document – pasted into PDF file by Annette Barnes for review:

ESEA Waiver Feedback

General Comments – In significant portions of the waiver request there were no updates on progress since the original application was sent in. There needs to be an indication in each section of what has been accomplished to date. This update on progress with next steps would assist the USDOE and educators in understanding what is being recommended and what will be changed.

There are areas where a reference is made to Section (XX), links to web addresses are no longer active, and there are misspellings.

Can Schools still use external providers? Wording should reflect if yes.

In many places throughout the document, strikethroughs and replacements are done in a manner that renders the resulting sentence confusing or grammatically incorrect.

The document states several times that Dr. Kimbrell is the current Commissioner of Education.

Page 8 Assurance 12 – with Commissioner's Memo COM-15-052 sent on 3-24-15 during Spring Break with response date of 3-30-15 there is not even a week to solicit feedback.

Page 10 Consultation – write up only addresses initial application process with no update on any process for this application. At the end of the section there is no update and it lists Commissioner Dr. Tom Kimbrell (we have had two Commissioners since Dr. Kimbrell)

Page 12 States ADE will produce online tutorials and videos to explain aspects of the new system. Where are those located?

Page 20 Link is not active and page says "Page not found" http://www.arkansased.org/educators/curriculum/common_core.html

Page 21 Describes the new SPDG grant and it states that there will be coaching assistance for the Little Rock School District schools in Priority, Focus, or Needs Improvement status. (Two very different service delivery models – onsite and intensive vs. regional and episodic) The rest of the state has a multi-level of support system model with no onsite services. Why only this specific district and why not all districts not served by educational cooperatives?

Page 22 It states the educational cooperatives will be trained to deliver the online modules or provide assistance to support the school not directly receiving coaching services from the grant. – Who will provide services to the schools that are not part of the Cooperatives? (Including Charters and schools in Pulaski County)

Page 27 Why delete the intervention tool from the last SPDG grant listed in the last waiver as a support for Focus Schools? Implementation has not occurred.

Page 30 There is no additional information about implementation of LEADS or Bloomboard this year.

Page 38 Discussion of NGSS does not include update that it will be presented to State Board for approval at their next meeting.

Page 42 Figure XX

Page 48 winnow -3 lines from bottom of page

Page 49 "proposes to use schools' letter grades to differentiate support for other Title I schools". This is unclear about how this would impact service delivery except to say "Needs Improvement schools earning a D or F will receive more intensive support than other Title I schools". This need clarification about how it will impact distribution of funding, support by ADE, and differentiated accountability utilizing multiple systems. The A-F ranking system is never mentioned again until page 111 and 125 where it states a ranking of C or higher is an option to be removed from Focus or Priority status.

Page 67 If A-F is one way to be removed then why is it not included in the description on pages 66-67? Only AMO is described under DARTSS

Page 68 Does not reflect role of A-F ranking system

Page 70 Describes accountability but no mention of A-F ranking system and its impact/role

Page 73 Discusses Achieving schools but there is no correlation to the A-F ranking system and its impact

Page 75 Defines Exemplary school status but does not mention A-F ranking system – Would that not be part of this component?

Page 79-80 Describes role of Regional Education Cooperatives - It states the educational cooperatives will be trained to deliver the online modules or provide assistance to support the school not directly receiving coaching services from the grant. – Who will provide services to the schools that are not part of the Cooperatives? (Including Charters and schools in Pulaski County)

Page 82 Addresses role of regional education cooperatives and Education Renewal Zones (which do not serve every school in the state).

Page 98 Since two rounds of funding have been distributed should there not be an update?

Page 102 Requirement for external providers. Why include if excluding their use in focus and priority schools?

Page 103 Requirement for external providers. Why include if excluding their use in focus and priority schools?

Page 105 Priority Schools do not have the requirement "Must use Indistar to develop and monitor their School Improvement Plan" Is this oversight? Or can Priority choose not to use the system? Deletes external provider but narrative describing role of external provider is left in other parts of the waiver request. Why is Indistar not required as it is for Focus Schools?

Page 108 Does not include Indistar

Page 110 Does not include Indistar

Page 111 Has page XX

Page 117 Is Scholastic Audit still required by State Law?

Page 148 AIR is mentioned earlier but not in this area of current collaboration nor is Indistar mentioned.

Page 151 No update on pilot of Indistar or if it will be continued while written in narrative in various places

Page 152 Mentions pooling of resources with Cooperative service delivery but there are schools not served by a Cooperative – what happens for those schools?

Page 154 Local/regional content specialists are mentioned but there are schools not served by Coop – How will their needs be met?

Page 172 Needs update on LEADS, Bloomboard and AIMMS

[Insert from Annette Barnes for review committee] Commissioner's Memo has revised ESEA Flex Renewal submission that addressed most of the issues sited in the public comment:

http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1493&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx%3FView%3D%7B05646C93%2D6931%2D4304%2DB20D%2D03A15F54A25E%7D%26FilterField1%3DSection%26FilterValue1%3DPublic%2520School%2520Accountability

From: Otistene Smith (ADE)
Sent: Wednesday, March 25, 2015 3:10 PM
To: MILLS, SANDRA; Camille Sterrett (camille.sterrett@dumask12.org); Ira D. Love; Kimberly Glass; Dr. Rick Duff; leon.adams.jr@lrsd.org; Janet Walker; Teri Philyaw; Jenny Barber (jenny.barber@russellvilleschools.net); dharris@bobcat.k12.ar.us; John Bacon; Kathy House; Bowen, Vernell; David Westmoreland; Rhonda Sanders (rsanders@arkansasfoodbank.org); paigechase4097@gmail.com; Robert Mcclure; Mr. Carl Barger; Sandra Porter; tracie.opolka@hacketthornets.org; Lori Mitchell; Joe Staton; slowe@wmds.net; Max Dyson; Roosevelt Simmons; terry.mcalister@russellvilleschools.net; cdcaldwell8769@gmail.com
Cc: Bobby Lester (ADE); Jayne Green (ADE); Annette Barnes (ADE); Elbert Harvey (ADE); Richard Wilde (ADE); Tammie Cloyes (ADE); Anwan Middleton (ADE); Melinda Stem (ADE)
Subject: RE: Please respond to ESEA Flexibility Renewal and COP Webinar Requests by March 30, 2015
Importance: High

Dear Committee Members:

The Committee of Practitioners (COP) will have a webinar on Tuesday, March 31, 2015 from 9:00 a.m. to 12:00 p.m. using the ZOOM process to discuss ESEA Flexibility. Instructions have been e-mailed on how to access the ZOOM site from Tammie Cloyes, Webinar Site Facilitator. If you are going to participate and have not responded, please let us know by Monday morning, March 30 because we have not heard from everyone. Please note the link below on ESEA Flexibility Renewal from Ms. Barnes to make comments by March 30 because they have been notified they have to submit on March 31, 2015 to be considered for renewal. Ms. Barnes states " Please be aware the draft will have some additional updates to the charts, graphs and obsolete language associated but that no other substantial changes will occur unless received through public comment and determined to be necessary by the review committee".

This is the link to the Commissioner's Memo detailing the proposed changes that are planned for submission. We must submit by March 31, 2015 to be considered for renewal so I know it is short notice and a brief window but hopefully members may be monitoring their emails.
http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1480&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx

Please submit any comments regarding the proposed revisions and renewal to ade.eseacomments@arkansas.gov or mail comments to the Division of Public School Accountability, Arkansas Department of Education, Four Capitol Mall Room 205-B, Little Rock, AR 72201. In order to meet submission timelines, comments must be received by 4:30 p.m. March 30, 2015.

Thank you for assisting with this process,

M. Annette Barnes, Assistant Commissioner Public School Accountability

Thanks

Otistene Smith
Public School Program Coordinator
501-683-5423

From: Otistene Smith (ADE)
Sent: Tuesday, March 31, 2015 4:31 PM
To: 'MILLS, SANDRA'; Camille Sterrett (camille.sterrett@dumask12.org); Ira D. Love; Kimberly Glass; Dr. Rick Duff; 'leon.adams.jr@lrsd.org'; Janet Walker; Teri Philyaw; Jenny Barber (jenny.barber@russellvilleschools.net); dharris@bobcat.k12.ar.us; John Bacon; Kathy House; 'Bowen, Vernell'; Dr. Dave Westmoreland; Rhonda Sanders (rsanders@arkansasfoodbank.org); paigechase4097@gmail.com; Robert Mcclure; Mr. Carl Barger; Sandra Porter; 'tracie.opolka@hacketthornets.org'; Joe Staton; 'sdlowe@wmsd.net'; Max Dyson; Roosevelt Simmons; terry.mcalister@russellvilleschools.net; cdcaldwell8769@gmail.com
Subject: FW: ESEA Renewal Document Response Link - Follow-up from COP Webinar
Importance: High

(We had 13 members to participate in the webinar. After having time to read the document, Ms. Barnes is continuing to ask the members to make their comments. She is keeping the link active past the deadline for responses to the ESEA Flexibility Renewal document . Please continue to provide input as you have done before. Thank you-Otistene)

Dear Committee of Practitioners:

I would like to express my appreciation again to the Committee Of Practitioners (COP) for taking time to review the attached information. These documents are not in the final formatting and the attached narrative will be placed in the request. As we stated, all comments are vital and the ade.eseacomments@arkansas.gov **link will remain live for continued input**. While we recognize some concerns may not be able to be addressed immediately, they will be available to be taken under advisement for potential amendments if not incorporated during the approval process.

Respectfully,

AB

M. Annette Barnes, Assistant Commissioner

Division of Public School Accountability

Arkansas Department of Education

Four Capitol Mall ~ Room 205-B

Little Rock, AR 72201

Office: 501 682-5891/615-5624

Fax: 501 682-7966

"I always seek the good that is in people and leave

the bad to Him who made mankind and knows

how to round off the corners." *Goethe's Mother*

COMMITTEE OF PRACTITIONERS

March 31, 2015

Webinar

Attendees

1. Cheryl Caldwell ,Title Teacher, Pine Bluff High School
2. Leon Adams ,Coordinator Title I, Little Rock School District
3. Dr. Doug Harris, Facilities and Special Programs Director, Berryville Public School District
4. Sandra Mills, Federal Programs Supervisor, Forrest City School District
5. Rhonda Sanders, Title I Parent
6. Janet Walker, Federal Programs Coordinator, Lafayette County Schools
7. Dr. Dave Westmoreland, Director of Student Services, Conway School District
8. Sheri Lowe, Principal, Maddux Elementary
9. John Bacon, Chief Executive Officer, eStem Public Charter Schools
10. Lori Mitchell, Vocational Educator, Arch Ford ESC
11. Joe Staton, Superintendent, Western Yell County School District
12. Kimberly Glass, Federal Programs Coordinator & Professional Development Coordinator, Springdale Public Schools
13. Teri Philyaw, Special Programs Director, Smackover Public Schools
14. Annette Barnes, Assistant Director Public School Accountability
15. Elbert Harvey, Coordinator of Public School Accountability
16. Jerry Clark, School Health Services Director
17. Otistene Smith, Public School Program Coordinator
18. Anwan Middle , Federal Programs Administrative Assistant

ESEA FLEXIBILITY

Renewal Form

Arkansas

November 13, 2014

OMB Number: 1810-0581

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 16 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to retain the benefits of ESEA flexibility, offered to State educational agencies under section 9401 of the Elementary and Secondary Education Act of 1965, as amended, and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0581. Note: Please do not return the completed ESEA Flexibility Renewal Request Form to this address.

SECTION I: COVER SHEET, WAIVERS, ASSURANCES AND CONSULTATION

Each SEA must remove the Cover Sheet, Waivers, and Assurances pages from its currently approved ESEA flexibility request. It must replace those pages with the completed Cover Sheet, Waivers, and Assurances pages from this form as part of its renewal request.

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Arkansas Department of Education	Requester's Mailing Address: Four Capitol Mall Little Rock, AR 72201
State Contact for the ESEA Flexibility Request Name: M. Annette Barnes Position and Office: Assistant Commissioner, Division of Public School Accountability Contact's Mailing Address: Four Capitol Mall, Room 205-B Little Rock, AR 72201 Telephone: 501 682-5891 Fax: 501 682-7966 Email address: annette.m.barnes@arkansas.gov	
Chief State School Officer (Printed Name): Mr. Johnny Key	Telephone: 501 682-4203
Signature of the Chief State School Officer: X_____	Date:
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

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

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

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to

serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*..

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

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

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

☐ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.

☒ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

pp. 57, 58

ASSURANCES

By submitting this request, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☒ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority

and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☐ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☒ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☒ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☐ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

An SEA must provide a description of how it meaningfully solicited input on the implementation of ESEA flexibility, and the changes that it made to its currently approved ESEA flexibility request in order to seek renewal, from LEAs, teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, institutions of higher education (IHEs) and Indian tribes.

This is ongoing and will be completed prior to submission.

SECTION II: CONTINUED COMMITMENT TO AND PROGRESS TOWARDS ESEA FLEXIBILITY PRINCIPLES

An SEA must provide a narrative response updating the SEA's currently approved ESEA flexibility request to address each of the items under Section II. Specifically, an SEA must address each of the Principles as described below through at least the end of the 2017–2018 school year (an SEA that is eligible for and requests a four-year renewal must address each of the Principles as described below through at least the end of the 2018–2019 school year).

For each of the following items, an SEA should make revisions in a redline version of its currently approved ESEA flexibility request, and indicate in the text boxes on this form the pages where relevant changes have been made. To the extent that an SEA has sufficiently addressed any requirement in its currently approved request, the SEA may reference the relevant pages and existing text in its approved request in response to that requirement.

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

In its request for renewal of ESEA flexibility, each SEA must update its currently approved ESEA flexibility request to describe how it will continue to ensure all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the SEA will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

41, 47, 57-58

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

Each SEA must provide narrative responses for each of the items enumerated below. In providing these narrative responses, each SEA must describe its process for continuous improvement of its systems and processes supporting implementation of its system of differentiated recognition,

accountability, and support. In describing its process for continuous improvement, an SEA should consider how it will use systematic strategies to analyze data and revise approaches to address implementation challenges in order to ensure that it and its LEAs are meeting the needs of all students.

2.A. Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support: In its request for renewal of ESEA flexibility, each SEA must demonstrate that a school may not receive the highest rating in the SEA's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

61-105, 107-110, 112-117

2.D. Priority Schools: In its request for renewal of ESEA flexibility, each SEA must:

a) Submit either (i) its updated list of priority schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of priority schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
b) Provide its timeline for implementation of interventions aligned with all of the turnaround principles in all priority schools; and
c) Describe its process for identifying any schools that, after implementing interventions for three school years, have not made sufficient progress to exit priority status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

132-145

2.E. Focus Schools: In its request for renewal of ESEA flexibility, each SEA must:

a) Submit either (i) its updated list of focus schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of focus schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
b) Provide its process, including a timeline, for ensuring that its LEAs implement interventions targeted to a focus school's reason for identification; and
c) Describe its process for identifying any schools that have not made sufficient progress to exit focus status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

146-157, 159, 160

2.F. Other Title I Schools: In its renewal request, each SEA must update its plan for providing incentives and supports to other Title I schools to include a clear and rigorous process for ensuring that LEAs provide interventions and supports for low-achieving students in those schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

168-179, 181, 182

2.G. Build SEA, LEA, and School Capacity to Improve Student Outcomes: In its request for renewal of ESEA flexibility, each SEA must describe its statewide strategy to support and monitor LEA implementation of the State's system of differentiated recognition, accountability, and support. This description must include the SEA's process for holding LEAs accountable for improving school and student performance.

186, 189, 190

Principle 3: Supporting Effective Instruction and Leadership
An SEA that checked option C under assurance 15 must provide a narrative response to this item detailing:

a) The progress made to date in ensuring that each LEA is on track to implement high-quality teacher and principal evaluation and support systems designed to support educators and improve instruction;
b) The proposed change(s) and the SEA's rationale for each change; and
c) The steps the SEA will take to ensure continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.

SECTION III: ADDITIONAL AMENDMENTS (OPTIONAL)

If an SEA wishes to make any additional amendments to its currently approved ESEA flexibility request to clarify or revise how the SEA and its LEAs will close achievement gaps, improve student achievement, and increase the quality of instruction, the SEA must include those amendments in its redlined request and identify on the renewal request form the page numbers on which amendments have been made. An SEA need not make any amendments beyond those discussed in Sections I and II above in order to receive renewal of ESEA flexibility. For any additional amendments the SEA makes to its currently approved ESEA flexibility request, the SEA must provide a rationale for the proposed change(s), either in the text of the ESEA flexibility request or on the ESEA flexibility renewal form. In considering whether or not to make additional amendments to its approved ESEA flexibility request, an SEA should keep in mind that the Department will not approve any amendment that conflicts with the ESEA flexibility principles.

Flexibility Element(s) Affected by the Amendment	Page Number(s) Affected in Redlined Request	Brief Description of Requested Amendment	Rationale
1B	41, 47	ADE has identified a need to refocus our SPDG to address a growing need for a state model for RtI ADE's	New SPDG application will focus on RTI.

		new SPDG application will focus on RtI.	
2.B	118-127	Setting new AMOs based on PARCC assessment scores	To re-align AMOs based on new Common Core Assessment
2.C	128-132	To address significant graduation gap	Renewal requirement
2.D.iii 2.E.iii 2.F	135, 138 151 171, 172, 173	Removal of Scholastic Audit requirement	ADE is currently readdressing the use of Scholastic Audit and its alignment with the 7 turnaround principles to allow ADE and district to better utilize audit findings. This will allow ADE and districts to align a more strategically selected needs assessment with the schools and the turnaround principles that need to be addressed.
2.D.iii, 2.E.iii	139-143 151-155	To remove the use of external providers as locally hired School Improvement Specialists. ADE will play a greater role in developing plans and supporting locally hired SIS.	ADE's goal is emphasize more focus on the development of building local capacity, thus limiting reliance on external providers for turnaround.

ARKANSAS DEPARTMENT OF EDUCATION

AGENDA
STATE BOARD OF EDUCATION

April 9, 2015

Arkansas Department of Education

ADE Auditorium

10:00 AM

☐ Back ☐ Print

Consent Agenda

C-1 Minutes - March 12, 2015

Presenter: *Deborah Coffman*

C-2 Minutes - March 13, 2015

Presenter: *Deborah Coffman*

C-3 Minutes - March 25, 2015

Presenter: *Deborah Coffman*

C-4 Consideration of Funding Recommendations for the High Quality Preschool Program

The Division of Child Care and Early Childhood Education (DCCECE) received a federal preschool expansion grant. The grant supports the expansion and improvement of high quality preschool programs for four (4) year olds only in high need communities located in designated Priority or Focus school districts/communities. The first round of grants received have been reviewed and selected.

Presenter: *Mary K. McKinney*

C-5 Review of Loan and Bonds Applications

The members of the Arkansas State Board of Education are requested to review the following: Commercial Bond Application – 5 Second Lien and 4 Voted
With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package:

Pursuant to Arkansas Code Annotated § 6-20-805 concerning the Revolving Loan Program, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district revolving loan application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than requested, or disapprove the

professional relationship with each student, both in and outside the classroom. She said following an evidentiary hearing on October 24, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board suspend Mr. Marshall's license for twenty-four (24) months, assess a $100.00 fine, and require Mr. Marshall to obtain a written statement from a licensed mental health professional stating that Mr. Marshall does not pose a threat to students by the end of the suspension period.

Mr. Marshall's attorney, Mr. John Kennedy said Mr. Marshall resigned from his teaching position. He said the PLSB was supposed to use a preponderance of the evidence. He said two students made a complaint that an inappropriate video was shown to students. He said the State Police and Department of Human Services (DHS) investigated the complaint.

Ms. Liwo said a PLSB investigator was appointed to this case. She said the evidence hearing required a preponderance of the evidence. She said the evidence met the criteria of unethical conduct by an educator.

Ms. Newton moved, seconded by Ms. Saviers, to uphold the suspension of Mr. Marshall's license for twenty-four (24) months, assess a $100.00 fine, and require Mr. Marshall to obtain a written statement from a licensed mental health professional stating that Mr. Marshall does not pose a threat to students by the end of the suspension period.

Dr. Barth made a substitute motion, seconded by Ms. Zook, to impose a suspension of Mr. Marshall's license for twelve (12) months, assess a $100.00 fine, and require Mr. Marshall to obtain a written statement from a licensed mental health professional stating that Mr. Marshall does not pose a threat to students by the end of the suspension period. Ms. Newton and Ms. Saviers voted no. The final vote was 5-2. The motion carried.

Consideration for Final Approval: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Department Deputy General Counsel Mrs. Lori Freno said Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) required that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowered the State Board of Education to approve a method for assigning letter grades. She said following public comment, this Board approved a calculation formula, but changed how students attending an Alternative Learning Environment (ALE) with its own LEA number would be included in the calculation. On December 1, 2014, this Board released for public comment the rules with revised sections 4.03 and 4.04 (which sections addressed ALEs). The proposed rules have gone through a second and third

public comment period, and no changes were made to the rules as a result of the comments received.

Dr. Barth moved, seconded by Mr. Davis, to approve the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards. Ms. Mahony voted no. The final vote was 6-1. The motion carried.

Consideration of the Little Rock School District Progress Update

Deputy Commissioner Dr. Hernandez said the State Board of Education directed the Little Rock School District (LRSD) to form a civic advisory committee to review the progress of the LRSD in meeting established goals to be removed from state authority. The application process closed February 20, 2015. Due to inclement weather, a meeting of state legislators to review the applications and select zone representatives has been rescheduled for Monday, March 16, 2015 at 3:30 pm. The legislators will select seven (7) regional representatives, and one (1) philanthropic organization representative. Principals from the six schools in academic distress will select two (2) students and two (2) teachers to complete the committee. The LRSD Civic Advisory Committee will meet monthly on the third Tuesday of each month from 5:00-6:00 pm in the Little Rock School District Administration Building, 810 W. Markham.

Dr. Hernandez said Commissioner Wood appointed Mr. Baker Kurrus to assist LRSD in a review of its finances and to develop a plan to achieve long-term stability. On Friday, February 27, 2015, Mr. Kurrus and LRSD Superintendent Dr. Suggs announced the following committee members: Roger Ball, Bruce Moore, Peggy Nabors, Bobby Roberts, Verna Simmons and Steve Strickland. The committee will make recommendations to the LRSD Superintendent and Commissioner (acting in the role of the school board).

Dr. Hernandez said the LRSD would submit a letter to the Arkansas Division of Legislative Audit for a state audit of FY15. LRSD has previously utilized a private accounting firm but will utilize the legislative audit for future reviews.

Dr. Hernandez said the LRSD would transition to APSCN, e-finance, and e-school. The transition will include staffing, professional development and support. The tentative timeline is July 2017.

Dr. Hernandez said Dr. Suggs submitted the February 26 board agenda, including a proposal for revising the general education graduation requirements, changing from an A/B Block Schedule to a 7-period day for all middle schools and three high schools, and continuation of the Hall High School reconfiguration plan. These items are under consideration by the Commissioner.

Rationale for locally hired School Improvement Specialist

The current approved ESEA Flexibility Waiver identified the Arkansas Department of Education's philosophy to be: ..

…. providing a multi-tiered support system is to assist schools and districts to make informed decisions regarding continuous improvement from the "bottom-up as much as possible and top down as much as necessary," as delineated above. (Page 68)

So in keeping with our original intent of Goal 3 of the ESEA Waiver which stated "Enhance state, district and school leadership capacity and support for aligning Arkansas's education system …" we are moving to locally hired school improvement specialists.

In order to jump start the transformation of Priority and Focus Schools the initial ESEA Flexibility Waiver required districts with Priority/Focus Schools to engage External Providers to assist the principal and leadership team in acquiring an accelerated knowledge base of school turnaround. Locally hired School Improvement Specialist was an option for Focus Schools and several districts elected to use this option. That option was expanded through the 2014-2015 ESEA Flexibility Extension to include Priority Schools.

The External Provider model was useful in assisting the State in supporting the number of schools and districts in need of immediate assistance; and while capacity was being developed at the local level. We are now completing the third year of school and district participation in capacity development of leadership for the turnaround process. Thus, we have reached a tipping point where we can begin to support districts in the development of locally hired improvement specialists. Further, with a growing impetus to place the school improvement support responsibility at the district level (rather than at the State or Federal level) it seems timely to encourage districts to create internal support specialist positions.

Districts always have the option to use External Providers in addition to the locally hired school improvement specialist. Indeed, this would give districts the ability to utilize External Providers for targeted areas of support rather than for general turnaround support.

OFFICE of INNOVATION for EDUCATION

SCHOOL RATING SYSTEM: LETTER GRADES

Denise Airola, Ph.D.,
Director, Office of Innovation for Education
Informational Session for Crowley's Ridge Education Service Cooperative
December 4, 2014

TURNING TENSION INTO OPPORTUNITY

It is an act of will, and yes, it is a balancing act!

OFFICE of INNOVATION for EDUCATION

Bottom Line: It's about improving teaching and learning!

OFFICE of INNOVATION for EDUCATION

OFFICE of INNOVATION for EDUCATION

SCHOOL RATING SYSTEM

Act 696

History of Rating System

Act 35, 2nd Ext. Session 2003

Ark. Ann. Code § 6-15-2101

- **Two Category levels**

  Ark. Ann. Code § 6-15-2102—2103

  1. **Performance**
  2. **improvement Gains**

- **Level 5 to Level 1**

  5 - Schools of Excellence

  1 - Schools in Need of Immediate Improvement

OIE | OFFICE of INNOVATION for EDUCATION

History of Rating System

- **Act 696 of 2013 Repealed Ark. Ann. Code § 6-15-2102**
  - One School Performance Level in Ark. Ann. Code § 6-15-2103
  - Sponsor Senator Jim Hendren

- **Ark. Ann. Code § 6-15-2105**
  - Created an A-F School Performance Measure
  - Uses current Flexibility Labels

    Ex. Exemplary = A School
    Achieving = B School
    Needs Improvement = C School
    Focus = D School
    Priority = F School

History of Rating System

New Ratings to be given in 2014-2015 school year based on 2014 assessments.

Ark. Ann. Code § 6-15-2106

- **Requires State Board to adopt rules to implement**
- **May re-designate Levels of Performance and Improvement Categories consistent with**
  - **CCSS;**
  - **Assessments that correlate with CCSS; and**
  - **Rules, Laws, Guidelines of NCLB.**

OIE | OFFICE of INNOVATION for EDUCATION

Goals and Purpose

- ***One*** **indicator instead of** ***two*** **for same school**
- **Known Indicator for General Public**
  - **A-B-C-D-F**

OIE | OFFICE of INNOVATION for EDUCATION

Goals and Purpose

Challenge:

- Communication what the A- F grading system does and does not say about a school based on how the grade is calculated.

Goals and Purpose

What A – F System is:

- A single grade that includes indicators for
  - Students' performance levels on grade level standards,
  - Schools' progress in meeting annual performance, growth, and graduation rate* targets,
  - Schools' graduation rates,* and
  - Schools' size of achievement gaps among groups in the school.*

*where applicable

Goals and Purpose

What the A – F system *isn't*:

- A measure of individual student or teacher performance,
- A measure of all the intangibles found in schools.

Models Run

Model 1 = Proficiency + Improvement
Model 2 = Proficiency + Growth to Standard
Model 3 = Proficiency (Including Science) + Improvement
Model 4 = Proficiency + Improvement+ Growth-to-Standard
Model 5 = Proficiency + Student Growth Percentile (SGP)
Model 6 = Proficiency + Improvement+ SGP
Model 7 = Proficiency + Improvement + Adequate SGP
Model 8 = Weighted Performance
Model 9 = Weighted Performance + ESEA Options
Model 10 = Weighted Performance + ESEA Options + SGP

All models were run with an adjustment for achievement gaps

FEEDBACK WAS COLLECTED FROM STAKEHOLDER GROUPS

Superintendents Advisory Council

ADE Assistant Commissioners and Unit Directors

Business and Policy Leaders Advisory Group

Technical Advisory Committee for Public School Accountability

OFFICE of INNOVATION for EDUCATION

Stakeholder Feedback

- Important considerations—What does the grade communicate to the public? How easy will it be to explain to parents/community?
  - Less is more: balance simplicity with fairness
- As much as possible, align state and USDE accountability
  - A – F Grades
  - ESEA status labels.
- Assign partial credit where applicable, and use growth in a compensatory manner when appropriate.
- Reward schools for moving students in positive direction.
- Be sensitive to school poverty and school size factors.

OFFICE of INNOVATION for EDUCATION

Correlations of Components with Poverty and School Size

	FRL Rate	Enrollment (Log)
Proficiency	-0.43	0.15
Weighted Performance	-0.45	0.14
Graduation Rate	-0.17	-0.03
Improvement – Older Model	-0.08	0.02
Improvement – ESEA Options	-0.11	-0.06
Growth to Standard	-0.49	0.22
SGP	-0.25	0.10
Adequate Growth	-0.60	0.23

Correlation: Strength and Direction of Relationship

0.0 = no relationship

1.0 = perfect relationship

Positive-same direction

Negative-opposite direction

OIE OFFICE of INNOVATION for EDUCATION

Correlations of Models with Poverty and School Size

	FRL Rate	Enrollment (Log)
Model 9 (Wtd. Perf + Imp w ESEA Options)	**-0.36**	**0.07**

Range for the model correlations with poverty
-0.36 to -0.55
Range for the model correlations with school size
-0.05 to 0.18

OFFICE of INNOVATION for EDUCATION

CALCULATING A-F GRADES

Appendix A to the Rule

OIE | OFFICE of INNOVATION for EDUCATION

Part 1: Weighted Performance

A school earns partial credit (0.25) for students scoring Basic, full credit for a student scoring Proficient (1.0), and bonus credit for students scoring Advanced (1.25).

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	***0.25***	1	***1.25***

- **Incentivizes movement up the performance levels.**

OFFICE of INNOVATION for EDUCATION

Part 2: Improvement with ESEA Options

A school's score for improvement ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

OFFICE of INNOVATION for EDUCATION

How can a school meet its targets?

Example: Literacy – All (any 1 of 4 boxes)

STUDENT PERFORMANCE -- LITERACY									
LITERACY STATUS:	ACHIEVING								
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	211	333	63.36	62.26	91.00	[illegible]	303	67.99	64.53	93.00
Targeted Achievement Gap Group	196	318	[illegible]	60.88	91.00	192	289	66.44	63.54	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	603	993	60.73	62.26	91.00	590	915	64.48	64.53	93.00
Targeted Achievement Gap Group	563	949	[illegible]	60.88	91.00	555	877	[illegible]	63.54	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	27	42	64.29	63.45		25	35	71.43	66.98	
Hispanic	111	179	62.01	59.98		112	172	65.12	64.54	
White	50	78	64.10	64.68		49	69	71.01	62.85	
Economically Disadvantaged	196	315	62.22	60.88		192	287	66.90	63.54	
English Language Learners	81	148	54.73	54.48		83	142	58.45	59.73	
Students with Disabilities	6	51	11.76	28.86		7	43	16.28	31.25	

STUDENT PERFORMANCE -- MATHEMATICS									
MATHEMATICS STATUS:	ACHIEVING								
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	401	569	70.47	68.32	92.00	190	303	62.71	63.43	81.00
Targeted Achievement Gap Group	377	540	69.81	66.98	92.00	178	289	61.59	62.68	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1128	1658	68.03	68.32	92.00	572	916	62.45	63.43	81.00
Targeted Achievement Gap Group	1048	1567	66.88	66.98	92.00	540	878	61.50	62.68	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	47	77	61.04	60.23		18	35	51.43	51.26	
Hispanic	212	293	72.35	66.00		110	172	63.95	60.40	
White	96	141	68.09	73.78		43	69	62.32	69.88	
Economically Disadvantaged	374	535	69.91	66.80		178	287	62.02	62.68	
English Language Learners	143	221	64.71	61.98		83	142	58.45	56.94	
Students with Disabilities	21	77	27.27	34.43		8	43	18.60	33.33	

For schools with graduation rates:

- The four-year adjusted cohort graduation rate is added to the overall school score if a school has at least 25 expected graduates.

Part 4: Achievement or Graduation Gap Adjustment

- **Schools earn a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no points if the gap is average.**
- **Schools with fewer than 25 non-TAGG students given a zero for Gap Adjustment.**

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Overall School Score

- **Apply gap adjustment to Weighted Performance and/or Graduation Rate**
- **Sum over all the components as indicated below.**
- **Schools without graduation rates receive multiplier to put' overall scores on a scale of 300 possible points.**

For schools with graduation rate Overall Score

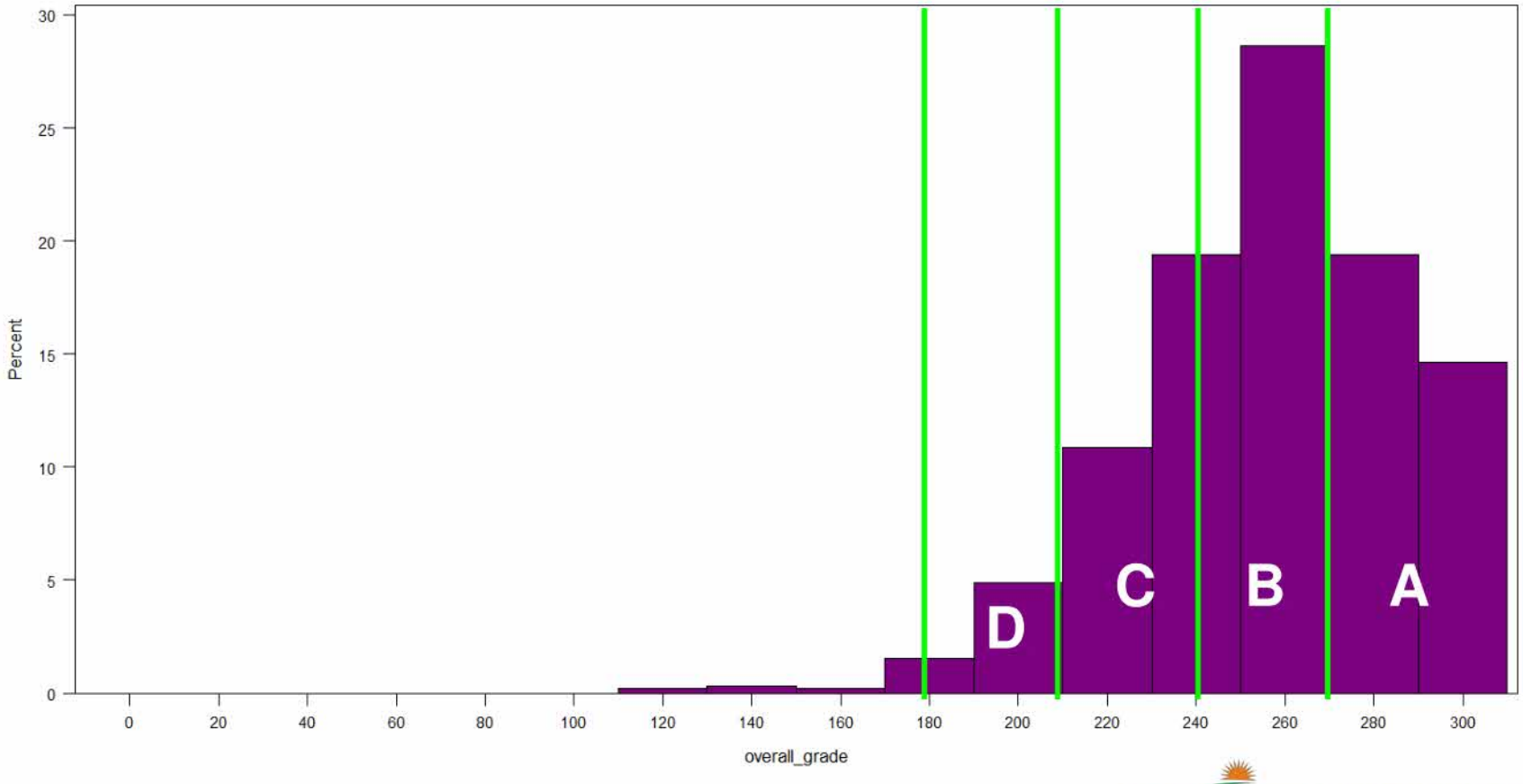
$$= (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

For schools without graduation rate Overall Score

$$= (1.5)(Weighted\ Perf. + Gap\ Adj.) + (1.5)(Improvement)$$

OFFICE of INNOVATION for EDUCATION

Review of Overall Score Distribution



OFFICE of INNOVATION for EDUCATION

Letter Grade Detail Report will provide transparency for schools

ARKANSAS DEPARTMENT OF EDUCATION

2013-2014 School Letter Grade Detail Report
XXXX High School Grades 7-12
District: XXXX School District
Superintendent: Susie Smith **Principal: John Davis**

School Letter Grade
B
249 Points Earned

	School Statistics	District Statistics	State Statistics
Enrollment	421	881	450,000
Econ. Disadvantaged	67.46%	71.96%	65%
Proficient/Advanced Literacy	76.16%	79.83%	78%
Proficient/Advanced Math	63.50%	69.25%	72%

Letter Grade Component Scores

Component One — Weighted Performance

Performance Level and Multiplier	Literacy	Math	Total Points	Total Number of Tests Taken
Below Basic (0.0)	11	35	0	46
Basic (0.25)	37	65	25.5	102
Proficient (1.0)	92	124	216.0	216
Advanced (1.25)	70	50	150.0	120
Totals			391.5	484

Weighted Performance Points Earned = (391.5/484)*100 = 80.89

Component Two — School Improvement with ESEA Options

Number of Targets Met = 2
Number of Targets = 6
School Improvement Points Earned = 68

	Literacy	Math	Graduation Rate
All Students	N	N	Y
Targeted Achievement Gap Group (TAGG)	N	N	Y

# Possible Targets	Number of Targets Met: 0	1	2	3	4	5	6
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Component Three — Graduation Rate

Graduation Rate for All Students = 94.29%
Points Earned from Graduation Rate for All Students = 94.29

Component Four — Gap Adjustments

Achievement Gap (Literacy and Math				Graduation Rate Gap			
Non-TAGG Proficiency Rate =	77.22	TAGG Proficiency Rate =	65.64	Non-TAGG Graduation Rate =	n<25	TAGG Graduation Rate =	93.48
Gap Size =	11.58			Gap Size =	0		
Adjustment =	6			Adjustment =	0		

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	23.96% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Overall School Score

Schools without Graduation Rate	Overall school Score = (1.5)(Weighted Performance + Gap Adjustment) + (1.5)(Improvement)
Schools with Graduation Rate	Overall School Score = (Weighted Perf. + Gap Adj.) + (Improvement) + (Grad Rate + Gap Adj.)
Score for This School	(80.89 + 6) + (68) + (94.29 + 0) = Overall School Score 86.89 + 68 + 94.29 = 249.18 (rounded to 249)

Point Ranges for Grades

A =	270 – 300 points
B =	240 – 269 points
C =	210 – 239 points
D =	180 – 209 points
F =	Less than 180 points

Overall Scores are rounded to the nearest whole number.

OIE | OFFICE of INNOVATION for EDUCATION

QUESTIONS

OFFICE of INNOVATION for EDUCATION

CLOSE

ARKANSAS DEPARTMENT OF EDUCATION

AGENDA
STATE BOARD OF EDUCATION

October 9, 2014
Arkansas Department of Education
ADE Auditorium
10:00 AM

Back Print

Consent Agenda

C-1 Minutes - September 11, 2014

Presenter: *Deborah Coffman*

C-2 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Commercial Bond Applications – 3 Second Lien
With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package: Pursuant to Arkansas Code Annotated § 6-20-805 concerning the Revolving Loan Program, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district revolving loan application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than requested, or disapprove the application. Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education. Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.

Presenter: *Cindy Hollowell and Amy Woody*

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: *Ivy Pfeffer and Clemetta Hood*

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 165 school districts

covering a total of 650 waivers. There were also requests for long-term substitutes from 23 school districts requesting a total of 33 waivers for long-term substitutes. These requests have been reviewed, approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: *Ivy Pfeffer*

C-5 Consideration of Waiver Request for Teaching License – Brenda Bagshaw

Brenda Bagshaw has applied for renewal of her standard teaching license. The Department notified Ms. Bagshaw that her background check revealed a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410(c) and employment under § 6-17-411. Ms. Bagshaw is seeking a waiver of the offense from the State Board. The Department recommends that the State Board grant a waiver of the offense.

Presenter: *Cheryl Reinhart*

C-6 Consideration of Waiver Request for Teaching License – Gary D. Brown

Gary D. Brown has applied for a first-time teaching license. The Department notified Mr. Brown that his background check revealed a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410(c) and employment under § 6-17-411. Mr. Brown is seeking a waiver of the offense from the State Board. The Department recommends that the State Board grant a waiver of the offense.

Presenter: *Cheryl Reinhart*

C-7 Consideration of Waiver Request for Teaching License – Lucretia Cox

Lucretia Cox applied for a standard teaching license by reciprocity. The Department notified Ms. Cox that her background check revealed a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410(c) and employment under § 6-17-411. Ms. Cox is seeking a waiver of the offense from the State Board. The Department recommends that the State Board grant a waiver of the offense.

Presenter: *Cheryl Reinhart*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T14-004 –Patsy Ann Tate

Violation of Standard 2: An educator maintains competence regarding skills, knowledge and dispositions relating to his or her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Ms. Tate a written reprimand and assesses a fine of $50. Ms. Tate was notified by letter dated, August 5, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on August 14, 2014.

Presenter: *Wayne Ruthven*

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-038 – Jason Ryan Hathcock

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board place Mr. Hathcock's license on probation for one (1) year and assesses a fine of $75. Mr. Hathcock was notified by letter dated, July 16, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the 30-day period provided by law.

Presenter: *Wayne Ruthven*

C-10

Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-107 –Theodore Shumpert

Violation of Standard 2: An educator maintains competence regarding skills, knowledge and dispositions relating to his or her organizational position, subject matter, and or pedagogical practice. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Mr. Shumpert a written warning. Mr. Shumpert was notified by letter dated, August 7, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on August 13, 2014.

Presenter: *Wayne Ruthven*

C-11 **Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-120 –Jerry Lyn High**

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Ms. High's license on probation for three (3) years and assess a fine of $75. Ms. High was notified by letter dated, August 5, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on August 19, 2014.

Presenter: *Wayne Ruthven*

C-12 **Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-134 –Mickey Royce Johnson**

Violation of Standard 2: An educator maintains competence regarding skills, knowledge and dispositions relating to his or her organizational position, subject matter, and or pedagogical practice and Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including standardized test materials and results, unless disclosure serves a professional purpose or is required by law. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Mr. Johnson's license on probation for two (2) years, assess a fine of $75 and the educator shall obtain training provided by the Department of Education in each year of the probation period on administration of Arkansas state-mandated assessments (all costs paid by the educator). Mr. Johnson was notified by letter dated, August 5, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on August 29, 2014.

Presenter: *Wayne Ruthven*

C-13 **Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-135 –Jeffrey Brent Davis**

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Violation of Standard 7: An educator refrain from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Mr. Davis' license on probation for two (2) years, assess a fine of $75 and by December 31, 2014, or within sixty (60) days of the date of the final order of the SBOE, whichever is first, provide a letter from a certified mental health counselor that he is suited to return to the classroom. Mr. Davis was notified by letter, dated August 5, 2014, of the recommendation of the Ethics Subcommittee and he accepted the recommendation on August 20, 2014.

Presenter: *Wayne Ruthven*

C-14 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-154 – Scott Alan Jones

Violation of Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position and Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Mr. Jones's license on probation for three (3) years, require Mr. Jones to obtain four (4) hours of training annually for each of the three (3) years of his probationary period from the Arkansas Association of Educational Administrators in fiscal management, and provide documentation to the PLSB of each year's training, and assess a fine of $75. Mr. Jones was notified by letter dated, July 21, 2014, of the recommendation of the Ethics Subcommittee Evidentiary Hearing determination and recommendation. Mr. Jones has not responded in writing within the period provided by law.

Presenter: *Wayne Ruthven*

C-15 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-176 – Billy Wayne Major III

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Mr. Major a written reprimand and assess a fine of $50. Mr. Major was notified by letter dated, August 5, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on August 14, 2014.

Presenter: *Wayne Ruthven*

C-16 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-116 –William Baird Caldwell

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Mr. Caldwell a written reprimand and assess a fine of $50. Mr. Caldwell was notified by letter dated, August 5, 2014, of the recommendation of the Ethics Subcommittee and has not responded in writing within the 30-day period provided by law.

Presenter: *Wayne Ruthven*

C-17 Consideration of the Voluntary Surrender and Revocation of Arkansas Educator's License – PLSB Case #14-152 – Donna Ann Shannon Broadway

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Donna Ann Shannon Broadway voluntarily surrendered her teaching license as evidenced by her signed consent form dated, August 1, 2014. Arkansas law does not provide for the mere surrender of a license. As a result, the Board's acceptance of the surrender of her license will result in permanent revocation of the license.

Presenter: *Wayne Ruthven and Cheryl Reinhart*

Action Agenda

A-1 Charter Authorizing Panel Action on Requested District Conversion Charter School Amendments: Cloverdale Aerospace Technology Conversion Charter Middle School, Little Rock School District

The State Board of Education approved the application for the Little Rock School District to operate the Cloverdale Aerospace Technology Conversion Charter Middle School on January 19, 2010. The charter is approved to serve students in grades 6-8 with a maximum enrollment of 705. Representatives of the Little Rock School District appeared before the Charter Authorizing Panel on September 17, 2014, to request an amendment to the current charter. The panel denied the amendment. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's November 2014 meeting.

Presenter: *Cindy Hogue*

A-2 Approval of the Open-Enrollment and District Conversion 2015 Renewal Application Timeline

In accordance with the ADE Rules Governing Public Charter Schools §4.02.2 "For renewal requests for a public charter school, the public charter school applicant shall submit its renewal request according to a schedule set forth by the State Board of Education."

Presenter: *Cindy Hogue*

A-3 End-of-Semester Reviews of Open-Enrollment Public Charter Schools in the Initial Year of Operation: Northwest Arkansas Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff

Data is provided for this item to meet the requirement of Ark. Code Ann. §6-23-406 that requires the Department of Education to conduct an end-of-semester review of each open-enrollment public charter school in its initial school year of operation and report to the State Board of Education on the charter school's overall financial condition and condition of student enrollment.

Presenter: *Cindy Hogue*

A-4 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 13-175; Max Alan Adcock

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices and Violation of Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship. Following an evidentiary hearing on August 1, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board permanently revoke Mr. Adcock's license. Mr. Adcock made a timely request for State Board review and has filed written objections and the PLSB has filed its response. Mr. Adcock is represented by attorney Randy Coleman.

Presenter: *Cheryl Reinhart*

A-5 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-042; Mable Bledsoe

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on July 7, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board permanently revoke Ms. Bledsoe's license. Ms. Bledsoe made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Ms. Bledsoe is represented by attorney Greg Alagood.

Presenter: *Cheryl Reinhart*

A-6 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 13-003; Christopher Conway

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on July 7, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board permanently revoke Mr. Conway's license. Mr. Conway made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Mr. Conway is represented by attorney Shawn Childs.

Presenter: *Cheryl Reinhart*

A-7 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-011; Daniel Fullerton

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on June 25, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board suspend Mr. Fullerton's license for two (2) years, assess a fine of one hundred dollars ($100), and require training in classroom management and anger management. Mr. Fullerton made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Mr. Fullerton is represented by attorney Marcia Barnes.

Presenter: *Cheryl Reinhart*

A-8 Consideration of Recommendation for Revocation of Teaching License – Timothy O'Shields

Timothy O'Shields has an Arkansas teaching license that expired on December 31, 2012. Mr. O'Shields pled guilty to two (2) counts of felony sexual assault, which is a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410. The Department recommends the revocation of Mr. O'Shield's license. Mr. O'Shields was notified and advised of his right to a hearing before the State Board, but did not request a hearing within the time provided by law.

Presenter: *Cheryl Reinhart*

A-9 Consideration for Emergency Adoption: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowers the State Board of Education to approve a method for assigning letter grades. The method set forth in these rules was developed by the University of Arkansas Office of Innovation for Education, in conjunction with the ADE and stakeholders. The Department respectfully requests the State Board release these rules for emergency adoption.

Presenter: *Lori Freno*

A-10 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowers the State Board of Education to approve a method for assigning letter grades. The method set forth in these rules was developed by the University of Arkansas Office of Innovation for Education, in conjunction with the ADE and

stakeholders. The State Board released these rules for public comment on August 14, 2014. The public comment period ended September 16, 2014. The Rules were revised as a result of the comments. The Department respectfully requests the State Board give final approval to these rules pending Legislative Council review.

Presenter: *Lori Freno*

A-11 Consideration for Final (Permanent) Rule: Arkansas Department of Education Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas

On July 10, 2014, the State Board adopted an Emergency Rule for the Arkansas Department of Education Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas, and released these rules for public comment as the permanent rule. A public hearing was held on August 19, 2014. The public comment period expired on September 9, 2014. Some changes were made following public comment. Department staff respectfully request the State Board give final approval to these rules pending Legislative Council review.

Presenter: *Cheryl Reinhart and Ivy Pfeffer*

A-12 Consider Recommendation of a Praxis Chemistry Test

Changes to the availability of the Praxis™ exam currently used for the Physical Science License require a different exam to be used. The Praxis™ Physical Science: Content Knowledge (0481) was discontinued as of August 2014. Candidates for the Physical Science License will have the option of taking the Praxis™ Chemistry: Content Knowledge (5245) or the Praxis™ Chemistry: Content Knowledge (5265) The ADE recommends adoption of the Praxis™ Chemistry: Content Knowledge (5245) with a minimum passing score of 150 (100 - 200 point range) effective September 1, 2015.

Presenter: *Karli Saracini*

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS (EMERGENCY RULE) – Effective October 13, 2014

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards ("Rules").

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*

2.00 PURPOSE

The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Act 696 of 2013.

3.00 DEFINITIONS

3.01 **Department** means Arkansas Department of Education.

3.02 **Four-Year Adjusted Cohort Graduation** Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 **Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.

3.04 **"TAGG" (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of "A," "B," "C," "D," or "F."

4.02 Each school's score will be calculated by the Department using the model set forth in Appendix "A."

4.03 Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.

Emergency Clause

Whereas, Ark. Code Ann. § 6-15-2105 provides that effective with the 2014-2015 school year, each school will receive a letter grade score of "A" through "F."

Whereas, Ark. Code Ann. § 6-15-2106 authorizes the Arkansas State Board of Education to adopt rules to establish the method for determining the letter grade for each school that takes into consideration levels of performance and improvement, and the State Board has done so in these rules.

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that immediate peril to the welfare of Arkansas public schools and students will result without the immediate promulgation of these rules.

APPENDIX "A"

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and Four-Year Adjusted Cohort Graduation Rate (where applicable)[1] and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score 2

Improvement Score with ESEA Options 2

Determination of Meeting Test Score Targets 3

Determination of Meeting Graduation Rate Targets 4

Four-Year Adjusted Cohort Graduation Rate 4

Adjustments for Achievement Gaps and Graduation Gaps 4

Achievement Gap Adjustment 5

Graduation Rate Gap Adjustment 5

Overall Score Calculation 6

Applying Cut Scores to the Overall Score to Determine Letter Grades 6

[1] Throughout this document, the term "graduation rate" refers to schools' Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	0.25	1	1.25

At the school level, the *Weighted Performance Score* is calculated as follows:

$$Weighted\ Performance\ Score = \frac{(0 * Below\ Basic\ N) + (0.25 * Basic\ N) + (1 * Proficient\ N) + (1.25 * Advanced\ N)}{NonMobile\ Student\ Test\ Scores\ in\ Math\ and\ Literacy\ N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).[2] If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Literacy – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile

[2] Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile
Grad Rate – TAGG	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile

Four-Year Adjusted Cohort Graduation Rate

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

Adjustments for Achievement Gaps and Graduation Gaps

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$Achievement\ gap = NonTAGG\ Proficiency\ \% - TAGG\ Proficiency\ \%$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Gap Adjustments are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	**Larger Gap**	**Average Gap**	**Smaller Gap**	**Smallest Gap**
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

Graduation Rate Gap Adjustment

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$Graduation\ Rate\ Gap = NonTAGG\ Graduation\ Rate - TAGG\ Graduation\ Rate$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	**Larger Gap**	**Average Gap**	**Smaller Gap**	**Smallest Gap**
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

Overall Score Calculation

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

Schools with graduation rate:

$$Overall\ school\ score = (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

Schools without graduation rate:

$$Overall\ school\ score = (1.5)(Weighted\ Perf. + Gap\ Adj.) + (1.5)(Improvement)$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

Applying Cut Scores to the Overall Score to Determine Letter Grades

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = Less Than 180 points

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS 2014

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards ("Rules").

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*

2.00 PURPOSE

The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Act 696 of 2013.

3.00 DEFINITIONS

3.01 **Department** means Arkansas Department of Education.

3.02 **Four-Year Adjusted Cohort Graduation** Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 **Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.

3.04 **"TAGG" (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of "A," "B," "C," "D," or "F."

4.02 Each school's score will be calculated by the Department using the model set forth in Appendix "A."

4.03 Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.

APPENDIX "A"

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and Four-Year Adjusted Cohort Graduation Rate (where applicable)[1] and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score 2

Improvement Score with ESEA Options 2

Determination of Meeting Test Score Targets 3

Determination of Meeting Graduation Rate Targets 4

Four-Year Adjusted Cohort Graduation Rate 4

Adjustments for Achievement Gaps and Graduation Gaps 4

Achievement Gap Adjustment 5

Graduation Rate Gap Adjustment 5

Overall Score Calculation 6

Applying Cut Scores to the Overall Score to Determine Letter Grades 6

[1] Throughout this document, the term "graduation rate" refers to schools' Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	0.25	1	1.25

At the school level, the *Weighted Performance Score* is calculated as follows:

$$Weighted\ Performance\ Score = \frac{(0 * Below\ Basic\ N) + (0.25 * Basic\ N) + (1 * Proficient\ N) + (1.25 * Advanced\ N)}{NonMobile\ Student\ Test\ Scores\ in\ Math\ and\ Literacy\ N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).[2] If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Literacy – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile

[2] Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year *or* Graduation Rate 3-Year	AMO *or* 90th percentile
Grad Rate – TAGG	Graduation Rate 1-Year *or* Graduation Rate 3-Year	AMO *or* 90th percentile

Four-Year Adjusted Cohort Graduation Rate

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

Adjustments for Achievement Gaps and Graduation Gaps

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$Achievement\ gap = NonTAGG\ Proficiency\ \% - TAGG\ Proficiency\ \%$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Gap Adjustments are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Achievement Gap Range	~~24%~~ 23.86% or greater	~~20-23%~~ 19.53-23.85%	~~16-19%~~ 15.93-19.52%	~~12-15%~~ 12.00-15.92%	Less than 12.00%

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

Graduation Rate Gap Adjustment

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$Graduation\ Rate\ Gap = NonTAGG\ Graduation\ Rate - TAGG\ Graduation\ Rate$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Graduation Gap Range	~~16%~~ 16.21% or greater	~~10-15%~~ 10.75-16.20%	~~7-9%~~ 6.90-10.74%	~~2-6%~~ 3.66-6.89%	Less than ~~2%~~ 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

Overall Score Calculation

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

Schools with graduation rate:

$$Overall\ school\ score = (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

Schools without graduation rate:

$$Overall\ school\ score = (1.5)(Weighted\ Perf. + Gap\ Adj.) + (1.5)(Improvement)$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

Applying Cut Scores to the Overall Score to Determine Letter Grades

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = Less Than 180 points

Public Comments: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Date	Respondent	Comment	ADE Response
9/5/14	Brian Cossey	I would prefer the percentage grade show up with the letter grade in any published reports. For example, the way that the grades are currently calculated, 240 points and 269 points are both a "B," while 270 points is an "A." Mathematically, 269 points is much closer to 270 than is 240 points. In this scenario, my suggestion would be: School X (with 270 points) be reported as: 90% A School Y (with 269 points) be reported as: 89% B School Z (with 240 points) be reported as: 80% B The goal is to give a true representation of how well each is doing. I do not believe that a simple letter grade is justice. The percentage of points earned must be attached to the letter grade. Thank you.	**Comment considered.** The rule would not need to be changed to display the overall score and the components used in the A-F calculation. In the report card that comes out in April, we could include along with the letter grade the overall score, the weighted performance score, the ESEA target score (improvement), graduation rate points, achievement gap adjustment and the graduation rate gap adjustment. *No change made to proposed rules.*
9/5/14	Brenda Williams, Elementary Principal, England Elementary School	The issue of whether this should even happen or not, may or may not be up for debate, but personally I believe our school are overly labeled as it is. I do not see ANY benefit of this Rating System for the public schools of Arkansas. We at England Elementary, I can say are working hard every day to do everything we possibly can: data walls, PLCs, RtI, interventions, mentoring, coaching, professional development, parent involvement, detailed lesson planning, common planning times, interim testing, technology in the classroom, sending backpacks of food home for hungry children, extra clubs and programs, etc. (the list goes on and on) and still stay at the Needs Improvement Status. I do not think assigning a LETTER rating to our school will help it or our community in any way.	**Comment considered.** An "A" through "F" grading system was mandated by the Arkansas General Assembly. *See* Ark. Code Ann. § 6-15-2105. *No change made to proposed rules.*
9/8/14 (Public comment hearing)	Diane Zook, Arkansas State Board of Education	The law requires that parents received an "easy-to-read" written report describing the designation or rating of the school. But the process set forth in the proposed rule is confusing. Perhaps grades should be given for various components (for example, one grade for performance, another for improvement, etc.)	**Comments considered.** Although the computation used to determine a grade is complex, the grade itself is not. *See* response to comment of Brian Cossey, above. *No change made to proposed rules.*
9/10/14	Rob McGill, Academics Plus	1. In the achievement gap adjustment area the "average gap" is 16-19 and the "smaller gap" is 12-15. What scores will the school received if the achievement gap is 15.3? The range should be 12-15.99 or say under 16. The same issue exists on the graduation adjustment. 2. It takes 3 advanced students to every 1 basic student to average out to be the same score as 1 proficient student. It also takes 8 advanced students to every 1 below basic student to average out to be the same as 1 proficient student. More credit/weight should be given for advanced students.	**Comments considered.** The gap adjustment percentages for achievement and graduation were slightly modified in response to this comment. Because the same method for calculating A-F still is being used, this is not a substantive change. The weighted performance score encourages movement of students from Below Basic by giving .25 points for Basic students. It encourages movement of students from Proficient to Advanced by giving 1.25 points for Advanced students. More points should not be given to Advanced as comment suggests since that would mask low performing students.

			No substantive change made to proposed rules.
9/16/14	Mike Mertens, AAEA	AAEA supports the concept that parents and community members should be able to quickly and easily determine how schools are performing through a system that offers easy-to-understand and concise information. It is important to remember that each district, each school is unique. Additional indicators other than just performance should be included to provide a complete picture of achievement and improvement for each school. AAEA supports the following in regard to implementation of the A-F rating system: -A rating system with multiple components, such as the current proposed model, that will provide a broader and more accurate picture of each unique school. -A rating system that will be consistent with the new standards and new assessments that are currently being transitioned into by Arkansas schools. AAEA suggests one change in the proposed rules: a transition year (2014-2015) for A-F letter grades. PARCC exams will be administered in the spring of 2015. These new assessments are measuring new standards. Comparing two different assessment systems would not give the public an accurate picture of how a school is performing. The rules and cut scores will need to be re-evaluated in order to give a more accurate rating. The A-F letter grade rating system should be postponed until 2015-2016.	**Comments considered.** An "A" through "F" grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. *See* Ark. Code Ann. § 6-15-2105. The suggested postponement would be inconsistent with the law. *No change made to proposed rules.*
9/16/14	Megan Bella, KIPP Delta Public Schools	In summary, feels proposed rule does not adequately grade schools based upon goal of student preparedness for post-secondary education and careers. Questions: • Is school's grade easily understood by those in school community; • Does school's grade reflect state's vision of high quality education through its calculation; • Does school's grade provide information about student-level growth over time and reward growth of a cohort over time; • Does school's grade reflect actual outcomes of students? KIPP is unable to possess confidence in its ability to determine scores for each school because certain items, particularly value-adjusted figures, were vague on how they were to be calculated and worked into the equation. Because of difficult calculations and adjustments that need be made to raw	**Comments considered.** Additional indicators were considered for high schools but were not included due to the complexity that would have been added. The grade reflects the vision of high quality education by giving a point for each proficient student and 1.25 points for each advanced student. It includes student-level growth over time by including the improvement score. The comment about weighed performance being determined by an AMO is not correct. Weighed performance is determined by student performance level (BB, Bas, Pro, Adv). The comment that ESEA Improvement Score was set with prior classes and fails to measure individual student's growth is not correct. Student level growth is measured by comparing a student's scale score change to expected scale score improvement from one grade to the next to stay on track toward proficiency by the 8th grade. *No change made to proposed rules.*

		numbers, will be exceedingly difficult to provide clarity to students, families, community. If neither public nor KIPP staff understands system it does not provide value in determining school quality. Considering ADE's concern over college and career readiness, absence of these factors from formula is surprising and alarming; formula fails to account actual outcomes of students after graduation (e.g., examination of AP participation and/or scores, concurrent credit grades, ACT participation rate and/or scores, college-going rates or college remediation). Because score partially determined by weighted performance score determined by an AMO determined by prior class performance, formula fails to take into account context of current cohort of students and growth over time because Augmented Benchmark Exams and End-of-Course tests administered for AMO targets are performance-based as opposed to NWEA, MAP, or ACT exams, which measure student-level improvement. Also, adjustment for Achievement and Graduation gaps has potentially deleterious effect because it fails to capture the multiple ways a gap may be lessened that could harm the TAGG and non-TAGG groups (e.g., gap may be lessened by the non-TAGG group flat lining in achievement while the TAGG group catches up, or even more alarmingly, the TAGG and non-TAGG groups might decline with the non-TAGG group declining more rapidly; in both scenarios the school would be rewarded with a positive adjustment but achievement overall may have stayed roughly the same). The ESEA Improvement Score was set with prior classes and fails to measure individual student's growth. ESEA is based on previous cohort's performance and fails to account how an individual student grows and context of the student's environment. Schools should be held accountable on an absolute standard. ESEA metrics, weights, measures, and formula do not accurately reflect school performance. A school with very low achievement but able to hit its AMO targets may earn a higher letter grade, given this formula, than a school with consistently laudable outcomes for its students but fails to meet AMO targets. For example, KIPP Delta Collegiate High School was ranked in top 5 high schools in Arkansas in past 4 years by U.S. News and World Report, but based upon the proposed grading system would receive a "B" because it met 3 of 6 targets. A neighboring school might exceed all AMO targets and earn a score of 95 despite having poor student outcomes, having a very low college readiness index (the index used to calculate state rank), and earn a higher letter grade; this would suggest	

		that the "A" school delivered better student outcomes when that was not the case. If schools are given a letter grade, it should be based on items that are apparent and can easily be tracked such as student growth, student performance, high school graduation rate, ACT scores and college attendance.	
9/16/14	Tripp Walter, Arkansas Public School Resource Center	Section 4.03. This section could be improved by specifying a date when the school's scores shall be published and by removing the requirement to place this information on the school district's website. We suggest the addition of a new Section 4.04 to read as follows: "When changes in the state assessment system or ESEA flexibility occur, the formula detailed in Appendix A will be revised within a month's time so schools will know the ranking criteria." **Weighted Performance Score (Page 2, Appendix A):** • The Rule could be improved by removing the Augmented Benchmark Exam and replacing it with PARCC. • The Rule could be improved by developing a mechanism for schools to receive credit for <u>all</u> growth of students (including those scoring "Below Basic"). • The Rule could be clarified by providing an example of the formula in addition to sharing the formula. • The criteria is based **only** on current assessment system (i.e., Benchmark, EOC). Please add a statement of how this will work when PARCC assessment is initiated. • Will there be a set of four levels – Below Basic, Basic, Proficient, and Advanced? If not, why create a model that can be used for one year? • This portion could be improved by adding a statement that the formula will be revised based on PARCC assessment criteria. **Improvement Score with ESEA Options (Pages 2-4, Appendix A):** • The Rule could be clarified by providing a method of calculating new Annual Measurable Objectives under the new accountability instrument. • This portion could be improved by adding a statement that the formula will be revised based on any changes in ESEA. **Overall Score Calculation (Pages 5-6, Appendix A):**	**Comments considered.** The Annual School Report Card is published by April 15 and posted on district websites. See Ark. Code Ann. § 6-15-1402. Suggestion to change the formula within a month of changes in the assessment system would not allow time for stakeholder input. An "A" through "F" grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. *See* Ark. Code Ann. § 6-15-2105. The suggestion to remove the Benchmark Exam and replace it with PARCC would be a postponement inconsistent with the law. Schools can receive credit for growth of below basic students in the improvement score. *No change made to proposed rules.*

		• The Rule could be clarified by providing a numeric example in addition to the overall formula.	

ARKANSAS DEPARTMENT OF EDUCATION

AGENDA
STATE BOARD OF EDUCATION

February 12, 2015

Arkansas Department of Education

ADE Auditorium

10:00 AM

☐ Back ☐ Print

Consent Agenda

C-1 Minutes - January 8, 2015

Presenter: *Deborah Coffman*

C-2 Minutes - January 9, 2015

Presenter: *Deborah Coffman*

C-3 Minutes - January 28, 2015

Presenter: *Deborah Coffman*

C-4 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: *Ivy Pfeffer and Clemetta Hood*

C-5 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 19 school districts covering a total of 30 waivers. There were also requests for long-term substitutes from 38 school districts requesting a total of 60 waivers for long-term substitutes. These requests have been reviewed, approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: *Ivy Pfeffer*

C-6 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Revolving Loan – 1 School Bus; Commercial Bond Application – 2 Second Lien and 4 Voted. With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package: · Pursuant to Arkansas Code Annotated § 6-20-805 concerning the Revolving Loan Program, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district revolving loan application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than requested, or disapprove the application. Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education. Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.

Presenter: *Cindy Hollowell*

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T14-006 –Teresa Deann Gregory

Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including standardized test materials and results, unless disclosure serves a professional purpose or is required by law. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Ms. Gregory a written reprimand, assess a fine of $50, and require Ms. Gregory to obtain additional testing training from the ADE Student Assessment Office, which must be completed before the educator may administer any state mandated test. Ms. Gregory was notified by letter dated, November 6, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the thirty (30) day period provided by law.

Presenter: *Wayne Ruthven*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T15-001– Sandra Sue Henderson

Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including standardized test materials and results, unless disclosure serves a professional purpose or is required by law. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Ms. Henderson a written reprimand, assess a fine of $50, and require Ms. Henderson to complete additional training in test administration from the ADE Assessment Office and then submit a written reflection on the impact of the training on the educator's practice. This must be completed before the educator may administer any state mandated testing. Ms. Henderson was notified by letter dated, December 8, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on December 17, 2014.

Presenter: *Wayne Ruthven*

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-063 – Bradley Joel Breeding

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends the

State Board place Mr. Breeding's license on probation for an additional two (2) years following the January 2015 expiration of Mr. Breeding's current licensure probationary period, assess a fine of $75, and require Mr. Breeding to obtain additional professional development hours in the area of student/teacher professional relationship. Twelve (12) hours must be completed by August 2015 and a reflection report from the professional development obtained submitted to the PLSB office. Another twelve (12) hours must be completed by August 2016 with a reflection report submitted to the PLSB office. The report should indicate how the professional development has had, and will have, a positive impact on the educator's level of professionalism with students. Mr. Breeding was notified by letter dated, December 4, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on December 12, 2014.

Presenter: *Wayne Ruthven*

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-108 – Oby Mac Berry

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including standardized test materials and results, unless disclosure serves a professional purpose or is required by law. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Mr. Berry's license on probation for three (3) years, assess a fine of $75, require Mr. Berry, prior to his return to the classroom, to provide a letter from his treating psychiatrist stating that he is fit to return to the classroom, and require Mr. Berry, for the duration of his probationary period, to provide monthly reports from his treating physician stating that he is continuing his treatment as prescribed. Mr. Berry was notified by letter dated, December 9, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on December 12, 2014.

Presenter: *Wayne Ruthven*

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-177 – Clara R. Williams

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Ms. Williams a written warning. Ms. Williams was notified by letter dated, November 6, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the thirty (30) day period provided by law.

Presenter: *Wayne Ruthven*

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-179 – Charles Jackson Hanson

Violation of Standard 2: An educator maintains competence regarding skills, knowledge and dispositions relating to his or her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Mr. Hanson's license on probation for one (1) year and assess a fine of $75. Mr. Hanson was notified by letter dated, November 6, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the thirty (30) day period provided by law.

Presenter: *Wayne Ruthven*

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-195 –Stephen Taylor Price

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Mr. Price a written reprimand and assess a fine of $50. Mr. Price was notified by letter dated, December 8, 2014, of the recommendation of the Ethics Subcommittee and has not responded in writing within the thirty (30) day period provided by law.

Presenter: *Wayne Ruthven*

C-14 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-031 – Jimmie Dean Walls

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Mr. Walls a written warning. Mr. Walls was notified by letter dated, December 8, 2014, of the recommendation of the Ethics Subcommittee and has not responded in writing within the thirty (30) day period provided by law.

Presenter: *Wayne Ruthven*

C-15 Consideration of Waiver Request for Teaching License – Charles Branch

Charles Branch is a licensed educator. On December 15, 2014, the Department advised Mr. Branch that a background check revealed an offense that disqualifies him for a teaching license under Ark. Code Ann. § 6-17-410(c) as well as employment in an Arkansas public school. Mr. Branch has requested a waiver of the grounds for revocation of his standard teaching license, and is represented by attorney John Burnett. The Department recommends that the State Board grant a waiver.

Presenter: *Cheryl Reinhart*

C-16 Consideration of Waiver Request for Teaching License – Jamille Ja'Net Rogers

Jamille Rogers is a licensed educator. On December 16, 2014, the Department advised Ms. Rogers that a background check revealed an offense that disqualifies her for renewal of her teaching license under Ark. Code Ann. § 6-17-410(c). Ms. Rogers has requested a waiver of the grounds for nonrenewal of her standard teaching license. The Department recommends that the State Board grant a waiver.

Presenter: *Cheryl Reinhart*

C-17 Consideration of Waiver Request for Teaching License – James Lee Brock

James Brock is a licensed educator. On December 15, 2014, the Department advised Mr. Brock that a background check revealed an offense that disqualifies him for renewal of his teaching license under Ark. Code Ann. § 6-17-410(c). Mr. Brock has requested a waiver of the grounds for nonrenewal of his standard teaching license

Presenter: *Cheryl Reinhart*

Action Agenda

A-1 Essentials of Computer Science Framework

The Essentials of Computer Programming Curriculum Framework is designed to provide any student in grades 9-12 with a coding-intensive course, regardless of prior computer science experience. In late January 2015, a committee of 16 educators and industry leaders from across the State met for three days to draft the framework document. This committee consisted of five (5) secondary level computer science educators, seven (7) post-secondary computer science professors, one (1) Career and Technical Education district level administrator, one (1) industry representative, one (1) Arkansas Department of Education (ADE) Specialist and one (1) Arkansas Department of Career Education (ACE) STEM Program Coordinator. The design of the curriculum framework was guided by both the Computer Science Teachers Association K-12 Computer Science Standards and existing ADE and ACE computer science course frameworks.

Presenter: *Stacy Smith, Anthony Owen, and Thomas Coy*

A-2 Academic Distress Appeal for Beebe School District

The Beebe School District filed an appeal of the Academic Distress designation for Badger Academy. Badger Academy is an Alternative Learning Environment (ALE) school. The district's appeal is based on the State Board's previous decision to table a decision on designating ALE schools in Academic Distress. The appeal is also requesting that the State Board consider the following: 1.) The characteristics of those assigned to the ALE school; 2.) The fact that students transition in and out of the ALE school; 3.) The small number of students that test under the ALE's LEA number; 4.) The LEAs, from which the students transfer, could easily absorb the test scores produced by the ALE students, with minimal effect; and 5.) The majority of the ALE students perform below grade level, which was the reason for their placement.

Presenter: *Annette Barnes*

A-3 Academic Distress Appeal for Blytheville School District

The Blytheville School District filed an appeal of the Academic Distress designation for Blytheville Middle School. The district has identified seven (7) students that they contend meet the definition of 'highly mobile' who were not designated as such. The district contends that changing the classification of these students would have caused the school to exceed the 49.5% threshold for being identified as being in Academic Distress.

Presenter: *Annette Barnes*

A-4 Academic Distress Appeal for Fort Smith School District

The Fort Smith School District filed an appeal of the Academic Distress designation for Belle Point Alternative Center. The district contends that the Academic Distress designation is inappropriate for the school because it is an Alternative Learning Environment school.

Presenter: *Annette Barnes*

A-5 Academic Distress Appeal for Little Rock School District

The Little Rock School District filed an appeal of the Academic Distress designation for Hamilton Learning Academy, the Accelerated Learning Center (ALC), and the Forest Heights Middle School. The district contends that the Academic Distress designation for the three schools is 'moot' because the district has surrendered the LEA numbers for all three (3) schools.

Presenter: *Annette Barnes*

A-6 Academic Distress Appeal for SIA Tech

SIATech Charter High School filed an appeal of its Academic Distress designation. The school's appeal is based on the characteristics of their student population. Specifically that their students have withdrawn from other schools and have been out of school for one term or more.

Presenter: *Annette Barnes*

A-7 Academic Distress Appeal for Springdale School District

Springdale School District filed an appeal of the Academic Distress designation for Springdale Alternative School. The district contends that an Academic Distress designation is inappropriate for the school because of the school's increase in student achievement and because the district surrendered the school's unique LEA number.

Presenter: *Annette Barnes*

A-8 Consideration of Recommendations for Removal from Academic Distress

The Arkansas Department of Education has identified six (6) schools and two (2) school districts as no longer being at or below the 49.5% proficient/advanced threshold for being designated as being in Academic Distress.

Presenter: *Annette Barnes*

A-9 Consideration of Schools identified as meeting the criteria for Academic Distress

In accordance with the Arkansas Department of Education's Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program, the ADE has identified 32 schools as meeting the criteria for Academic Distress. This identification is based on having 49.5 percent or less of their students achieving proficient or advanced in math and literacy for the most recent three (3) year period.

Presenter: *Annette Barnes*

A-10 Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-025; Mona Annette Parks

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on October 3, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended the State Board permanently revoke Ms. Parks' license. Ms. Parks made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Ms. Parks is represented by attorney Floyd A. Healy.

Presenter: *Jennifer Liwo*

A-11 Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-066; Jason Vaughn Marshall

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on October 24, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended the State Board suspend Mr. Marshall's license for twenty-four (24) months, assess a $100.00 fine, and require Mr. Marshall to obtain a written statement from

a licensed mental health professional stating that Mr. Marshall does not pose a threat to students by the end of the suspension period. Mr. Marshall made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Mr. Marshall is represented by attorney John Kennedy.

Presenter: *Jennifer Liwo*

A-12 Hearing on Waiver Request for Teaching License – Jennifer Denise Williams

Jennifer Denise Williams is a licensed educator. On December 7, 2014, the Department advised Ms. Williams that a background check revealed an offense that disqualifies her for renewal of her teaching license under Ark. Code Ann. § 6-17-410(c). Ms. Williams has requested a waiver of the grounds for nonrenewal of her standard teaching license.

Presenter: *Cheryl Reinhart*

A-13 Consideration of Revocation of Teaching License – David Van Buren

David Van Buren is a licensed educator, receiving his license by reciprocity. On December 26, 2014, the Department advised Mr. Van Buren that because his license was revoked in Georgia, the Department would seek revocation of his Arkansas license under Arkansas Code § 6-17-410(d). Mr. Van Buren signed for the certified mail, but did not respond or request a hearing. The Department recommends revocation of his Arkansas teaching license.

Presenter: *Cheryl Reinhart*

A-14 Consideration of Revocation of Teaching License – Jennifer Clare Kennedy

Jennifer Clare Kennedy is a licensed educator. On June 20, 2014, the Department advised Ms. Kennedy that the Department would seek revocation of her license because a background check revealed an offense that disqualifies her for licensure under Ark. Code Ann. § 6-17-410(c) and employment in an Arkansas public school. Ms. Kennedy originally requested a waiver of the grounds for revocation of her standard teaching license but has not responded to recent correspondence. The Department recommends revocation of her license.

Presenter: *Cheryl Reinhart*

A-15 Consideration of Suspension of Teaching License – Tiffany Studebaker

Tiffany Studebaker is a licensed educator, receiving a license by reciprocity. On November 24, 2014, the Department advised Ms. Studebaker that because Texas has placed her license on suspension for five (5) years, the Department would seek a suspension of her Arkansas license under Arkansas Code § 6-17-410 (d). Ms. Studebaker signed for the certified mail, but did not respond or request a hearing. The Department recommends suspension of her Arkansas teaching license for the period of suspension in Texas.

Presenter: *Cheryl Reinhart*

A-16 Consideration for Approval of the Proposed Arkansas Department of Education Emergency Rules Governing Educator Licensure

The Department recommends changes to the Arkansas Department of Education Rules Governing Educator Licensure to amend various provisions and to merge into these rules the Rules Governing Nontraditional Licensure, Rules Governing the Lifetime Teaching License, and some provisions of the Rules Governing

Professional Development. The Department staff respectfully requests the State Board approve these Emergency Rules.

Presenter: *Cheryl Reinhart and Karli Saracini*

A-17 Consideration for Public Comment of the Proposed Arkansas Department of Education Rules Governing Educator Licensure

The Department has proposed revised Rules Governing Educator Licensure that are identical to the Emergency Rules Governing Educator Licensure. Department staff respectfully requests the State Board authorize the release of the proposed rules for submission to the Governor for approval under Executive Order EO 15-02 and for public comment.

Presenter: *Cheryl Reinhart and Karli Saracini*

A-18 Consideration for Public Comment of the Proposed Arkansas Department of Education Rules Governing Mentoring Programs

The Department recommends as a new rule the Arkansas Department of Education Rules Governing Mentoring Programs, which consists of mentoring requirements previously included in the Rules Governing Educator Licensure, and also contains revisions that update the rules. Department staff respectfully requests the State Board authorize the release of the proposed rules for submission to the Governor for approval under Executive Order EO 15-02 and for public comment.

Presenter: *Cheryl Reinhart*

A-19 Consideration for Public Comment for the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts

The ADE proposes the following revisions to the current rules: revise regulatory authority in § 1.02 and date in 1.03; add § 9.04 regarding combining or embedding of curriculum; revise dates in §§ 11.01, 11.03, and 11.04.1 to make them consistent with current law; add § 11.04.3 to make it consistent with current law regarding enrollment of child who attended first grade in another state or country; revise § 9.03 to add a new § 9.03.4.4 to add one unit of Essentials of Computer Programming and revise subsequent numbering accordingly; revise § 14.02 to allow substitution of certain computer courses for Mathematics or Science courses (both Smart Core and Core); revise § 15.04 to mirror/incorporate ADE Rules Governing Professional Development; revise dates in §§ 23.03, 23.04.1, 23.04.3 to make them consistent with current law; revise §§ 26.01 and 26.02 to correct terminology, and to correct dates in § 26.02 to make them consistent with current law; add § 26.03 to establish hearing procedure for Standards appeals; revise numbering in current §§ 26.03 and 26.04, and correct terminology in current § 26.04; revise § 27.0 to permit waiver of a Standard of Accreditation for longer than one year for the purpose of combining or embedding curriculum , and to correct terminology. The Department respectfully requests the State Board release these rules for public comment.

Presenter: *Lori Freno, Dr. Debbie Jones and Stacy Smith*

A-20 Consideration for Emergency Adoption: Arkansas Department of Education Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools

The Arkansas Department of Health recently updated its Rules and Regulations Pertaining to Immunization Requirements. Revisions to ADE's rules governing immunizations are necessary to align ADH and ADE's

immunization requirements. Provisions were also added to allow students who are excluded from school for immunization-related absences to remain enrolled rather than being dropped from the school's attendance records pursuant to Ark. Code Ann. § 6-18-213(f).

Presenter: *Kendra Clay*

A-21 Consideration for Public Comment of the Arkansas Department of Education Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools

The Arkansas Department of Health recently updated its Rules and Regulations Pertaining to Immunization Requirements. Revisions to ADE's rules governing immunizations are necessary to align ADH and ADE's immunization requirements. Provisions were also added to allow students who are excluded from school for immunization-related absences to remain enrolled rather than being dropped from the school's attendance records pursuant to Ark. Code Ann. § 6-18-213(f).

Presenter: *Kendra Clay*

A-22 Consideration for Emergency Adoption of the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowers the State Board of Education to approve a method for assigning letter grades. The method set forth in these rules was developed by the University of Arkansas Office of Innovation for Education, in conjunction with the ADE and stakeholders. Changes were made to emergency rules previously adopted (and repealed) by this Board to require school districts that have an Alternative Learning Environment (ALE) with its own LEA number to include the ALE students in their respective attendance area schools. The Department respectfully requests the State Board release these rules for emergency adoption.

Presenter: *Lori Freno*

A-23 Consideration for Final Approval of the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowers the State Board of Education to approve a method for assigning letter grades. Following public comment, this Board approved a calculation formula, but changed how students attending an Alternative Learning Environment (ALE) with its own LEA number would be included in the calculation. On December 1, 2014, this Board released for a second public comment period the rules with revised sections 4.03 and 4.04. No changes were made to the rules as a result of the comments received. The Department staff respectfully requests the State Board give final approval to these rules pending Legislative Council review.

Presenter: *Lori Freno*

A-24 Consideration for Final Approval of the Arkansas Department of Education Rules Governing the Enrollment of Military Dependents

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS (EMERGENCY RULE) – Effective

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards ("Rules").

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*

2.00 PURPOSE

The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Act 696 of 2013.

3.00 DEFINITIONS

3.01 **Department** means Arkansas Department of Education.

3.02 **Four-Year Adjusted Cohort Graduation** Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 **Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.

3.04 **"TAGG" (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of "A," "B," "C," "D," or "F."

4.02 Each school's score will be calculated by the Department using the model set forth in Appendix "A."

4.03 If a school district has an Alternative Learning Environment (ALE) and the ALE has a Local Education Agency (LEA) number, the school district shall, for purposes of a letter grade assignment pursuant to these rules only, include the ALE students in their respective area schools.

4.04 Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.

Emergency Clause

Whereas, Ark. Code Ann. § 6-15-2105 provides that effective with the 2014-2015 school year, each school will receive a letter grade score of "A" through "F."

Whereas, Ark. Code Ann. § 6-15-2106 authorizes the Arkansas State Board of Education to adopt rules to establish the method for determining the letter grade for each school that takes into consideration levels of performance and improvement, and the State Board has done so in these rules.

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that immediate peril to the welfare of Arkansas public schools and students will result without the immediate promulgation of these rules.

APPENDIX "A"

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and Four-Year Adjusted Cohort Graduation Rate (where applicable)[1] and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score 2

Improvement Score with ESEA Options 2

Determination of Meeting Test Score Targets 3

Determination of Meeting Graduation Rate Targets 4

Four-Year Adjusted Cohort Graduation Rate 4

Adjustments for Achievement Gaps and Graduation Gaps 4

Achievement Gap Adjustment 5

Graduation Rate Gap Adjustment 5

Overall Score Calculation 6

Applying Cut Scores to the Overall Score to Determine Letter Grades 6

[1] Throughout this document, the term "graduation rate" refers to schools' Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted in this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	0.25	1	1.25

At the school level, the *Weighted Performance Score* is calculated as follows:

$$Weighted\ Performance\ Score = \frac{(0 * Below\ Basic\ N) + (0.25 * Basic\ N) + (1 * Proficient\ N) + (1.25 * Advanced\ N)}{NonMobile\ Student\ Test\ Scores\ in\ Math\ and\ Literacy\ N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).[2] If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Literacy – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile

[2] Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile
Grad Rate – TAGG	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile

Four-Year Adjusted Cohort Graduation Rate

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

Adjustments for Achievement Gaps and Graduation Gaps

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$Achievement\ gap = NonTAGG\ Proficiency\ \% - TAGG\ Proficiency\ \%$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Gap Adjustments are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	**Larger Gap**	**Average Gap**	**Smaller Gap**	**Smallest Gap**
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

Graduation Rate Gap Adjustment

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$Graduation\ Rate\ Gap = NonTAGG\ Graduation\ Rate - TAGG\ Graduation\ Rate$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	**Larger Gap**	**Average Gap**	**Smaller Gap**	**Smallest Gap**
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

Overall Score Calculation

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

Schools with graduation rate:

$$Overall\ school\ score = (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

Schools without graduation rate:

$$Overall\ school\ score = (1.5)(Weighted\ Perf. + Gap\ Adj.) + (1.5)(Improvement)$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

Applying Cut Scores to the Overall Score to Determine Letter Grades

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = Less Than 180 points

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS 2015

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards ("Rules").

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*

2.00 PURPOSE

The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Act 696 of 2013.

3.00 DEFINITIONS

3.01 **Department** means Arkansas Department of Education.

3.02 **Four-Year Adjusted Cohort Graduation** Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 **Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.

3.04 **"TAGG" (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of "A," "B," "C," "D," or "F."

4.02 Each school's score will be calculated by the Department using the model set forth in Appendix "A."

4.03 If a school district has an Alternative Learning Environment (ALE) and the ALE has a Local Education Agency (LEA) number, the school district shall, for purposes of a letter grade assignment pursuant to these rules only, include the ALE students in their respective attendance area schools.

4.04 ~~4.04. The school rating system shall not apply to Alternative Learning Environments with LEA numbers as identified in Ark. Code Ann. § 6-48-101.~~ ~~4.03.~~ Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.

APPENDIX "A"

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and Four-Year Adjusted Cohort Graduation Rate (where applicable)[1] and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score 2

Improvement Score with ESEA Options 2

Determination of Meeting Test Score Targets 3

Determination of Meeting Graduation Rate Targets 3

Four-Year Adjusted Cohort Graduation Rate 4

Adjustments for Achievement Gaps and Graduation Gaps 4

Achievement Gap Adjustment 4

Graduation Rate Gap Adjustment 5

Overall Score Calculation 5

Applying Cut Scores to the Overall Score to Determine Letter Grades 6

[1] Throughout this document, the term "graduation rate" refers to schools' Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted in this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	*0.25*	1	*1.25*

At the school level, the *Weighted Performance Score* is calculated as follows:

$$Weighted\ Performance\ Score = \frac{(0 * Below\ Basic\ N) + (0.25 * Basic\ N) + (1 * Proficient\ N) + (1.25 * Advanced\ N)}{NonMobile\ Student\ Test\ Scores\ in\ Math\ and\ Literacy\ N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).[2] If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Literacy – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

[2] Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile
Grad Rate – TAGG	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile

Four-Year Adjusted Cohort Graduation Rate

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

Adjustments for Achievement Gaps and Graduation Gaps

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$Achievement\ gap = NonTAGG\ Proficiency\ \% - TAGG\ Proficiency\ \%$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Gap Adjustments are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Achievement Gap Range	~~24%~~ 23.86% or greater	~~20-23%~~ 19.53-23.85%	~~16-19%~~ 15.93-19.52%	~~12-15%~~ 12.00-15.92%	Less than 12.00%

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

Graduation Rate Gap Adjustment

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$Graduation\ Rate\ Gap = NonTAGG\ Graduation\ Rate - TAGG\ Graduation\ Rate$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Graduation Gap Range	~~16%~~ 16.21% or greater	~~10-15%~~ 10.75-16.20%	~~7-9%~~ 6.90-10.74%	~~2-6%~~ 3.66-6.89%	Less than ~~2%~~ 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

Overall Score Calculation

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

Schools with graduation rate:

$$Overall\ school\ score = (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

Schools without graduation rate:

$$Overall\ school\ score = (1.5)(Weighted\ Perf. + Gap\ Adj.) + (1.5)(Improvement)$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

Applying Cut Scores to the Overall Score to Determine Letter Grades

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = Less Than 180 points

FIRST PUBLIC COMMENT PERIOD

Date	Respondent	Comment	ADE Response
9/5/14	Brian Cossey	I would prefer the percentage grade show up with the letter grade in any published reports. For example, the way that the grades are currently calculated, 240 points and 269 points are both a "B," while 270 points is an "A." Mathematically, 269 points is much closer to 270 than is 240 points. In this scenario, my suggestion would be: School X (with 270 points) be reported as: 90% A School Y (with 269 points) be reported as: 89% B School Z (with 240 points) be reported as: 80% B The goal is to give a true representation of how well each is doing. I do not believe that a simple letter grade is justice. The percentage of points earned must be attached to the letter grade. Thank you.	**Comment considered.** The rule would not need to be changed to display the overall score and the components used in the A-F calculation. In the report card that comes out in April, we could include along with the letter grade the overall score, the weighted performance score, the ESEA target score (improvement), graduation rate points, achievement gap adjustment and the graduation rate gap adjustment. *No change made to proposed rules.*
9/5/14	Brenda Williams, Elementary Principal, England Elementary School	The issue of whether this should even happen or not, may or may not be up for debate, but personally I believe our school are overly labeled as it is. I do not see ANY benefit of this Rating System for the public schools of Arkansas. We at England Elementary, I can say are working hard every day to do everything we possibly can: data walls, PLCs, RtI, interventions, mentoring, coaching, professional development, parent involvement, detailed lesson planning, common planning times, interim testing, technology in the classroom, sending backpacks of food home for hungry children, extra clubs and programs, etc. (the list goes on and on) and still stay at the Needs Improvement Status. I do not think assigning a LETTER rating to our school will help it or our community in any way.	**Comment considered.** An "A" through "F" grading system was mandated by the Arkansas General Assembly. *See* Ark. Code Ann. § 6-15-2105. *No change made to proposed rules.*
9/8/14 (Public comment hearing)	Diane Zook, Arkansas State Board of Education	The law requires that parents received an "easy-to-read" written report describing the designation or rating of the school. But the process set forth in the proposed rule is confusing. Perhaps grades should be given for various components (for example, one grade for performance, another for improvement, etc.)	**Comments considered.** Although the computation used to determine a grade is complex, the grade itself is not. *See* response to comment of Brian Cossey, above. *No change made to proposed rules.*
9/10/14	Rob McGill, Academics Plus	1. In the achievement gap adjustment area the "average gap" is 16-19 and the "smaller gap" is 12-15. What scores will the school received if the achievement gap is 15.3? The range should be 12-15.99 or say under 16. The same issue exists on the graduation adjustment. 2. It takes 3 advanced students to every 1 basic student to average out to be the same score as 1 proficient student. It	**Comments considered.** The gap adjustment percentages for achievement and graduation were slightly modified in response to this comment. Because the same method for calculating A-F still is being used, this is not a substantive change. The weighted performance score encourages movement of students from Below Basic by giving .25 points for Basic students. It encourages movement of students from Proficient to

		also takes 8 advanced students to every 1 below basic student to average out to be the same as 1 proficient student. More credit/weight should be given for advanced students.	Advanced by giving 1.25 points for Advanced students. More points should not be given to Advanced as comment suggests since that would mask low performing students. *No substantive change made to proposed rules.*
9/16/14	Mike Mertens, AAEA	AAEA supports the concept that parents and community members should be able to quickly and easily determine how schools are performing through a system that offers easy-to-understand and concise information. It is important to remember that each district, each school is unique. Additional indicators other than just performance should be included to provide a complete picture of achievement and improvement for each school. AAEA supports the following in regard to implementation of the A-F rating system: -A rating system with multiple components, such as the current proposed model, that will provide a broader and more accurate picture of each unique school. -A rating system that will be consistent with the new standards and new assessments that are currently being transitioned into by Arkansas schools. AAEA suggests one change in the proposed rules: a transition year (2014-2015) for A-F letter grades. PARCC exams will be administered in the spring of 2015. These new assessments are measuring new standards. Comparing two different assessment systems would not give the public an accurate picture of how a school is performing. The rules and cut scores will need to be re-evaluated in order to give a more accurate rating. The A-F letter grade rating system should be postponed until 2015-2016.	**Comments considered.** An "A" through "F" grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. *See* Ark. Code Ann. § 6-15-2105. The suggested postponement would be inconsistent with the law. *No change made to proposed rules.*
9/16/14	Megan Bella, KIPP Delta Public Schools	In summary, feels proposed rule does not adequately grade schools based upon goal of student preparedness for post-secondary education and careers. Questions: • Is school's grade easily understood by those in school community; • Does school's grade reflect state's vision of high quality education through its calculation; • Does school's grade provide information about student-level growth over time and reward growth of a cohort over time; • Does school's grade reflect actual outcomes of students? KIPP is unable to possess confidence in its ability to determine	**Comments considered.** Additional indicators were considered for high schools but were not included due to the complexity that would have been added. The grade reflects the vision of high quality education by giving a point for each proficient student and 1.25 points for each advanced student. It includes student-level growth over time by including the improvement score. The comment about weighed performance being determined by an AMO is not correct. Weighed performance is determined by student performance level (BB, Bas, Pro, Adv). The comment that ESEA Improvement Score was set with prior classes and fails to measure individual student's growth is not correct. Student level growth is measured by comparing a student's scale score change to expected scale score improvement from one grade to the next to stay on track toward proficiency by the 8th grade.

		scores for each school because certain items, particularly value-adjusted figures, were vague on how they were to be calculated and worked into the equation. Because of difficult calculations and adjustments that need be made to raw numbers, will be exceedingly difficult to provide clarity to students, families, community. If neither public nor KIPP staff understands system it does not provide value in determining school quality. Considering ADE's concern over college and career readiness, absence of these factors from formula is surprising and alarming; formula fails to account actual outcomes of students after graduation (e.g., examination of AP participation and/or scores, concurrent credit grades, ACT participation rate and/or scores, college-going rates or college remediation). Because score partially determined by weighted performance score determined by an AMO determined by prior class performance, formula fails to take into account context of current cohort of students and growth over time because Augmented Benchmark Exams and End-of-Course tests administered for AMO targets are performance-based as opposed to NWEA, MAP, or ACT exams, which measure student-level improvement. Also, adjustment for Achievement and Graduation gaps has potentially deleterious effect because it fails to capture the multiple ways a gap may be lessened that could harm the TAGG and non-TAGG groups (e.g., gap may be lessened by the non-TAGG group flat lining in achievement while the TAGG group catches up, or even more alarmingly, the TAGG and non-TAGG groups might decline with the non-TAGG group declining more rapidly; in both scenarios the school would be rewarded with a positive adjustment but achievement overall may have stayed roughly the same). The ESEA Improvement Score was set with prior classes and fails to measure individual student's growth. ESEA is based on previous cohort's performance and fails to account how an individual student grows and context of the student's environment. Schools should be held accountable on an absolute standard. ESEA metrics, weights, measures, and formula do not accurately reflect school performance. A school with very low achievement but able to hit its AMO targets may earn a higher letter grade, given this formula, than a school with consistently laudable outcomes for its students but fails to meet AMO targets. For example, KIPP Delta Collegiate High School was ranked in top 5 high schools in Arkansas in past 4 years by U.S. News and World Report, but based upon the proposed grading system would receive a "B" because it met 3 of 6 targets. A	*No change made to proposed rules.*

		neighboring school might exceed all AMO targets and earn a score of 95 despite having poor student outcomes, having a very low college readiness index (the index used to calculate state rank), and earn a higher letter grade; this would suggest that the "A" school delivered better student outcomes when that was not the case. If schools are given a letter grade, it should be based on items that are apparent and can easily be tracked such as student growth, student performance, high school graduation rate, ACT scores and college attendance.	
9/16/14	Tripp Walter, Arkansas Public School Resource Center	Section 4.03. This section could be improved by specifying a date when the school's scores shall be published and by removing the requirement to place this information on the school district's website. We suggest the addition of a new Section 4.04 to read as follows: "When changes in the state assessment system or ESEA flexibility occur, the formula detailed in Appendix A will be revised within a month's time so schools will know the ranking criteria." **Weighted Performance Score (Page 2, Appendix A):** • The Rule could be improved by removing the Augmented Benchmark Exam and replacing it with PARCC. • The Rule could be improved by developing a mechanism for schools to receive credit for <u>all</u> growth of students (including those scoring "Below Basic"). • The Rule could be clarified by providing an example of the formula in addition to sharing the formula. • The criteria is based **only** on current assessment system (i.e., Benchmark, EOC). Please add a statement of how this will work when PARCC assessment is initiated. • Will there be a set of four levels – Below Basic, Basic, Proficient, and Advanced? If not, why create a model that can be used for one year? • This portion could be improved by adding a statement that the formula will be revised based on PARCC assessment criteria. **Improvement Score with ESEA Options (Pages 2-4, Appendix A):** • The Rule could be clarified by providing a method of calculating new Annual Measurable Objectives under the new accountability instrument. • This portion could be improved by adding a statement	**Comments considered.** The Annual School Report Card is published by April 15 and posted on district websites. See Ark. Code Ann. § 6-15-1402. Suggestion to change the formula within a month of changes in the assessment system would not allow time for stakeholder input. An "A" through "F" grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. *See* Ark. Code Ann. § 6-15-2105. The suggestion to remove the Benchmark Exam and replace it with PARCC would be a postponement inconsistent with the law. Schools can receive credit for growth of below basic students in the improvement score. *No change made to proposed rules.*

		that the formula will be revised based on any changes in ESEA. **Overall Score Calculation (Pages 5-6, Appendix A):** • The Rule could be clarified by providing a numeric example in addition to the overall formula.	

SECOND PUBLIC COMMENT PERIOD

12/3/14	Lonnie Myers, Mountain Home	Assigning letter grades will cause great division within the state and much animosity among between schools at a time when schools have worked so hard to share best practices. Cannot discern a statistical way to figure a letter grade because variables are too many and wide to quantify. Animosity will develop between public education and the legislature. Time should be spent teaching and learning, not defending one's school because another school down the street got a higher grade. Accountability is not a problem; schools should continue to display scores, graduation rates, attendance rates, college attendance rates, and other data that will reference a school's success or lack thereof. We just should not give our schools a letter grade.	**Comments considered.** An "A" through "F" grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. *See* Ark. Code Ann. § 6-15-2105. *No change made to proposed rules.*
12/3/14	Ashley Daniel, Rogers Public Schools	Questions: (1) Achievement Gap calculation states schools w/o a TAGG or non-TAGG group of 25 or more students are given a zero gap adjustment. Several Rogers schools have less than 25 non-TAGG students, but when Math and Literacy are added together for the gap calculations, they do have more than 25 non-TAGG student scores. How is formula applied? (2) Not finding reports where school receives percent proficient/advances or graduation rates for non-TAGG students as a group. Will these percentages be provided? (3) Estimates indicate many schools will be between letter grade categories, i.e., 239.56. The ranges for applying cut scores do not specify how rounding will be handled.	**Comments/questions considered.** (1) The proposed rules specify that achievement gaps are calculated only in schools have a TAGG or Non-TAGG group of 25 students. The calculation code has been written to reflect the language in the rule. So when final grades are run, the following statement from Appendix A will be true: "Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment." (2) A detailed grade report of all the data used in the calculations will be provided. It will be password protected report that will be available in the ADE Data Center. (3) The cut scores are rounded to the whole number. The overall score will be rounded to the whole number, then the cut score will be applied. The detailed grade report will demonstrate the rounding. The weighted performance component score will be rounded to the hundredths. The achievement gap and graduation rate gaps will be calculated by comparing the TAGG and non-TAGG performance rounded to the hundredths. The size of the gap is then compared to the gap ranges, which are

			rounded to the hundredths. The size of the gap results in an adjustment of -6, -3, 0, 3, or 6 points to the weighted performance and/or graduation rate depending on gap size. The overall score, as indicated in Appendix A, is the sum of: • Weighted performance rounded to hundredths and adjusted by achievement gap points; • Improvement points (which are whole numbers); and • Graduation rate adjusted by graduation rate gap points. For schools without graduation rates, the overall score as indicated in Appendix A is the sum of: • Weighted performance rounded to hundredths and adjusted by achievement gap points; and • Improvement points (which are whole numbers); • Multiply each component by 1.5 and round to the nearest hundredth. Round the sum (overall score) to the nearest whole number, then apply the grade cut scores. *No changes made to proposed rules.*
12/4/14	Tim Weiss	Encourages ADE to reconsider having ALE students graded with traditional education students. Commenter's has experience teaching ALE students that have family circumstances, legal issues, and a variety of serious issues that traditional education does not address; a number of them are in serious danger of not completing school with a diploma. ALE students should be handled differently; must have a different metric of measurement in order to succeed. What HAD been done with these students the first time didn't work, why repeat the mistake!	**Comments considered.** *No change made to proposed rules.*
12/5/14	John May, Viola School District	Applauds ADE for a lot of thought going into formula, but feels there is a flaw in reasoning: improvement factor is given too much weight. As with Act 35 awards, high-performing schools cannot achieve much improvement and are left out; they likely will be knocked down a letter grade due to continually high performance. "For example, Viola Elementary School had a weighted performance score over 100%. After the bonus it received for a small achievement gap, its performance rating would have been 107.68% last year. This is because the school does not just have a very high proficiency rate, but more than half of the students tested were Advanced. Since they have tested at this higher level for years, they will always receive a low improvement score. This hurts elementary schools even more, because they do not have a graduation rate. Improvement affects only 33% of the rating for schools with a graduation rate, but 50% for all elementary and middle schools."	**Comments considered.** *No change made to proposed rules.*

		Suggests two possible changes: (1) Treat improvement as a bonus, which is added to the Weighted Performance Score. This would be in addition to the adjustment for the achievement and graduation gaps. Commenter considers this the best of two options. (2) Multiply performance by 2, and don't multiply the improvement by anything if the school does not have a graduation rate. This makes improvement 33% for ALL schools. Current formula causes high performing schools to be given rating that are too low for what they have accomplished. Would be willing to work with others in making these changes; has sent comments to his legislator, as hopes formula will be field tested and modified. Also hopes Act 35 Awards can be modified to more fairly recognize continually high achieving schools.	
12/8/14	Jeffrey Wasem, Principal, Old High Middle School, Bentonville School District	Concerned that reports will be based assessments that do not fully align with the standards teachers are currently teaching, and most importantly, students are learning. "With the implementation of common core state standards, teachers across the state have been asked to shift their focus to CCSS and the pedagogy that is tied to the standards. We have been placing our resources in preparation for the assessments that are tied to the CCSS. My teachers, and I am sure others across the state, have worked hard to implement these new learning expectations into the classrooms." Supports an accountability measure that accurately communicates the work in a school, which includes multiple measures; e.g., attendance, surveys, assessment data, growth data, etc. Commenter does not believe rating system meets intended expectation of the rule and will communicate unreliable and invalid data to school communities across the state.	**Comments considered.** *No change made to proposed rules.*

ARKANSAS DEPARTMENT OF EDUCATION

AGENDA
STATE BOARD OF EDUCATION

March 12, 2015

Arkansas Department of Education

10:00 AM

Back Print

Reports

Report-1 Recognition of Arkansas Teachers from The People's Republic of China Who Are Teaching Mandarin Chinese Language and Culture to Arkansas Students

In conjunction with the University of Central Arkansas Confucius Institute (UCA CI), the Department is assisting Chinese teachers with the teacher licensure process through the Arkansas Professional Pathway to Educator Licensure. This two-year program began in the summer of 2008. Each of these teachers are from the People's Republic of China and have a master's degree in Teaching Chinese as a Second Language. A Memorandum of Understanding with the Chinese Language Council International agrees to explore the possibility of a joint, yearly collaboration to select, license, and place qualified teachers of Chinese language in Arkansas schools. Currently there are 12 from China teaching in Arkansas schools and three teaching at the UCA CI. The ADE is pleased to present the following: Ms. Jing An, Hot Springs School District; Ms. Lu Chen, Bentonville School District; Ms. Zixi Hu, North Little Rock School District; Ms. Ci Li, Lighthouse Academy, Jacksonville; Ms. Na Li, Rogers School District; Ms. Yuanyuan Liu, Conway School District; Ms. Tingting Tian, ASMSA, Hot Springs; Ms. Shu Weng, North Little Rock School District; Ms. Yan Yang, Wynne School District; Ms. Lu Ye, Cross County School District; Ms. Qianying Zhang, Cabot/Beebe School District; Ms. Qian Zhang, Little Rock School District; Ms. Dongmei Qin, UCA; Ms. Lingyi Wang, UCA; and Dr. Xiaohong Lu, UCA

Presenter: *Frank Servedio*

Consent Agenda

C-1 Minutes - February 12, 2015

Presenter: *Deborah Coffman*

C-2 Minutes - February 13, 2015

Presenter: *Deborah Coffman*

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process. The information is needed to measure the effectiveness of recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the agency to compile statistical information about applicants for employment.

Presenter: *Ivy Pfeffer and Clemetta Hood*

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 20 school districts covering a total of 23 waivers. There were also requests for long-term substitutes from 26 school districts requesting a total of 31 waivers for long-term substitutes. These requests have been reviewed, and have either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: *Ivy Pfeffer*

C-5 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-065 – LaKenya Takako Riley

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board recommends that the State Board order the probation of Ms. Riley's license for two (2) years and assess a $75.00 fine. Ms. Riley and her attorney were notified of the Ethics Subcommittee's recommendation by letter dated December 29, 2014. Ms. Riley, through her attorney, accepted the recommendation on January 13, 2015.

Presenter: *Wayne Ruthven*

C-6 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-086 – Carolyn Laverne Harshaw

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board recommends that the State Board order the probation of Ms. Harshaw's license until December 31, 2015 and assess a $75.00 fine. Ms. Harshaw and her attorney were notified of the Ethics Subcommittee's recommendation by letter dated December 30, 2014, and did not respond in writing within the fourteen (14) day period provided by law.

Presenter: *Wayne Ruthven*

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-087 – Billy Eugene Carter

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board recommends that the State Board order the suspension of Mr. Carter's license for two (2) years, assess a $100.00 fine, and for each year of suspension, require Mr. Carter to complete six (6) hours of training in classroom cultural diversity, with all costs paid by Mr. Carter. Mr. Carter was notified of the Ethics Subcommittee's recommendation by letter dated December 23 2014, and did not respond in writing within the fourteen (14) day period provided by law.

Presenter: *Wayne Ruthven*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-117 – Evelyn Lemard Thrower

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board recommends that the State Board order the suspension of Ms. Thrower's license for three (3) years, assess a $100.00 fine, and for each year of suspension, require Ms. Thrower to complete an additional twelve (12) hours of professional development in the area of classroom management skills and strategies to assist in de-escalation of students. The additional hours of professional development must be completed prior to reinstatement of Ms. Thrower's license. Ms. Thrower and her attorney were notified by letter dated January 7, 2015. Ms. Thrower accepted the recommendation on January 20, 2015.

Presenter: *Wayne Ruthven*

C-9 Consideration of Waiver Request for Teaching License – Romunda Hamilton

Romunda Hamilton is a licensed educator. On December 29, 2014, the Department advised Ms. Hamilton that a background check revealed an offense that disqualifies her for a teaching license under Ark. Code Ann. § 6-17-410(c) as well as employment in an Arkansas public school. Ms. Hamilton has requested a waiver of the grounds for revocation of her standard teaching license. The Department recommends that the State Board grant a waiver.

Presenter: *Cheryl Reinhart*

C-10 Consideration of Waiver Request for Teaching License – Sharon Powell

Sharon Powell is a licensed educator. On February 2, 2015, the Department advised Ms. Powell that a background check revealed an offense that disqualifies her for renewal of her teaching license under Ark. Code Ann. § 6-17-410(c). Ms. Powell has requested a waiver of the grounds for nonrenewal of her standard teaching license. The Department recommends that the State Board grant a waiver.

Presenter: *Cheryl Reinhart*

C-11 Consideration of Waiver Request for Teaching License – James Prine

James Prine is a licensed educator. On December 15, 2014, the Department advised Mr. Prine that a background check revealed an offense that disqualifies him for renewal of his teaching license under Ark. Code Ann. § 6-17-410(c). Mr. Prine has requested a waiver of the grounds for nonrenewal of his standard teaching license. The Department recommends that the State Board grant a waiver.

Presenter: *Cheryl Reinhart*

Action Agenda

A-1 Consideration of Waiver for School Board Member Training – Greenland School District

ADE Rules Governing Required Training for School Board Members require six hours of training annually by each board member. Failure to comply with these rules results in a violation of Section 24.18 of the Standards for Accreditation. Greenland School Board Member Mr. James Miller has been a board member of good standing since 1995. Mr. Miller was unable to acquire the six hours of training in 2014 due to work commitments and family health issues. Currently, he has completed three hours and has another three

hours planned that will meet the requirements for 2015. The Greenland School District requests the Board grant a waiver of Standard 24.18 pursuant to Ark. Code Ann. § 6-15-201 (b) (2) (A) for the purposes of waiving the board training requirement for Mr. Miller for 2014.

Presenter: *Kendra Clay and Superintendent Larry Ben*

A-2 Consideration of the Administrative Consolidation of the Hughes School District into One (1) or More School Districts

Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the State Board of Education shall administratively consolidate the Hughes School District with or into one (1) or more school districts by May 1, 2015 to be effective July 1, 2015. The Hughes School District's average daily membership fell below three hundred fifty (350) students for the 2012-2013 and 2013-2014 school years. The Hughes School District did submit a voluntary petition for administrative consolidation or annexation.

Presenter: *Jeremy Lasiter*

A-3 Consideration for Removal of the Lee County School District from State Authority

The Lee County School District was classified by the State Board of Education as being in Academic Distress on April 8, 2013. The State Board of Education exercised its authority to place the Lee County School District under state authority and remove the local school board on April 10, 2014. The Lee County School District was classified by the State Board of Education as being in Fiscal Distress on May 8, 2014. The Lee County School District was classified by the State Board of Education as being on Year Two Probation for Accreditation on June 12, 2014.

On January 8, 2015, Standards Assurance Monitoring Director Mr. Johnie Walters reported that Lee County School District had three (3) findings on the most recent accreditation report. Lee County School District Superintendent Mrs. Willie Murdock said the district was working on these issues and they should be addressed soon.

The State Board of Education removed the Lee County School District from Academic Distress on February 12, 2015.

The Lee County School District remains under fiscal distress and will continue to be monitored by the ADE Fiscal Distress Unit.

The Department recommends that the Board remove the Lee County School District from state authority effective when a local school board is elected and has received training.

Presenter: *Dr. Eric Saunders, Hazel Burnett, Jeremy Lasiter, and Andrew Tolbert*

A-4 Continuation of Fiscal Distress Classification under authority of the state for the Pulaski County Special School District; and allowing the community advisory board to remain in place for one (1) additional year

Pursuant to Ark. Code Ann. § 6-20-1905, on March 30, 2011, the Arkansas Department of Education identified the Pulaski County Special School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Pulaski County Special School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: Material state or federal audit exceptions or violations.

The Pulaski County Special School District appealed the fiscal distress identification. On May 16, 2011, following a public hearing, the State Board of Education classified the Pulaski County Special School District

as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20- 1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6- 20-1909 to assume authority over the Pulaski County Special School District. The Arkansas Department of Education removed the Pulaski County Special superintendent and school board, and appointed an individual to administratively operate the Pulaski County Special School District under the supervision and approval of the Commissioner of Education.

Pursuant to Ark. Code Ann. § 6-20-1905, on January 19, 2012, the Pulaski County Special School District was identified by the Arkansas Department of Education as a district in fiscal distress based upon the following additional indicator: A declining balance determined to jeopardize the fiscal integrity of a school district. The Pulaski County Special School District did not appeal the fiscal distress identification. On February 13, 2012, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, with the additional indicator, pursuant to Ark. Code Ann. § 6-20-1906.

On May 13, 2013, the State Board of Education approved the continuation of Fiscal Distress Classification under authority of the state for the Pulaski County Special School District; and approval for the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013.

On September 9, 2013, the State Board of Education approved the appointment of a community advisory board for the Pulaski County Special School District. Pursuant to Ark. Code Ann. § 6- 20-1910, by April 1 of each year following the appointment of a community advisory board, the State Board of Education shall determine the extent of a fiscally distressed school district's progress toward correcting all issues that caused the classification of fiscal distress and shall:

(1) Allow the community advisory board to remain in place for one (1) additional year;

(2) Return the school district to local control by calling for the election of a newly elected board of directors if:

(a) The Arkansas Department of Education certifies in writing to the State Board of Education and to the school district that the school district has corrected all criteria for being placed into fiscal distress; and

(b) The State Board of Education determines the school district has corrected all criteria for being placed into fiscal distress; or

(3) Annex, consolidate, or reconstitute the school district pursuant to Title 6 of the Arkansas Code.

The Arkansas Department of Education continues to review the status of the Pulaski County Special School District's compliance with its Fiscal Distress Improvement Plan and its efforts to remove itself from fiscal distress. That review is ongoing. Because that ongoing review will extend past the date of this meeting, and because this meeting is the last meeting prior to April 1, we recommend that the Community Advisory Board remain in place at this time. However, should our review indicate that PCSSD is no longer in fiscal distress and has met all of the goals in its Fiscal Distress Improvement Plan, we will return to the Board with a recommendation that the district be removed from fiscal distress classification and from state authority.

Presenter: *Dr. Eric Saunders and Hazel Burnett*

A-5 Continuation of Fiscal Distress Classification under authority of the state for the Helena-West Helena School District; and allowing the community advisory board to remain in place for one (1) additional year

Pursuant to Ark. Code Ann. § 6-20-1905, on July 20, 2010, the Arkansas Department of Education identified the Helena-West Helena School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Helena- West Helena School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: (1) A declining balance determined to jeopardize the fiscal integrity of the school district. (2) Material state or federal audit exceptions or violations.

The Helena-West Helena School District did not appeal the fiscal distress identification. On September 30, 2010, following a public hearing, the State Board of Education classified the Helena-West Helena School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Helena-West Helena School District. The Arkansas Department of Education removed the Helena-West Helena superintendent and school board, and appointed an individual to administratively operate the Helena-West Helena School District under the supervision and approval of the Commissioner of Education.

On May 13, 2013, the State Board of Education approved the continuation of Fiscal Distress Classification under authority of the state for the Helena-West Helena School District; and approval for the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013.

On September 9, 2013, the State Board of Education approved the appointment of a community advisory board for the Helena-West Helena School District. Pursuant to Ark. Code Ann. § 6-20- 1910, by April 1 of each year following the appointment of a community advisory board, the State Board of Education shall determine the extent of a fiscally distressed school district's progress toward correcting all issues that caused the classification of fiscal distress and shall:

(1) Allow the community advisory board to remain in place for one (1) additional year;

(2) Return the school district to local control by calling for the election of a newly elected board of directors if:

(a) The Arkansas Department of Education certifies in writing to the State Board of Education and to the school district that the school district has corrected all criteria for being placed into fiscal distress; and

(b) The State Board of Education determines the school district has corrected all criteria for being placed into fiscal distress; or

(3) Annex, consolidate, or reconstitute the school district pursuant to Title 6 of the Arkansas Code.

Based upon the information presented, the Arkansas Department of Education recommends that the State Board of Education allow the community advisory board to remain in place for one (1) additional year.

Presenter: *Dr. Eric Saunders and Hazel Burnett*

A-6 Charter Authorizing Panel Action on Consideration of Fountain Lake Charter School High School-Requirement to Report on Progress

On November 20, 2014 the Charter Authorizing Panel approved the application for Fountain Lake Charter High School with the requirement that representatives from Fountain Lake return in the spring to report on the progress of the charter. On January 8, 2015 the State Board of Education reviewed the decision of the Charter Authorizing Panel and voted to affirm the decision of the Charter Authorizing Panel. On February 18, 2015, by a unanimous vote, the panel removed the requirement for Fountain Lake High School to return in the spring to report on the progress of the charter. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's March 2015 meeting.

Presenter: *Cindy Hogue*

A-7 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: Haas Hall Academy, Fayetteville

The State Board of Education approved the application for Haas Hall Academy in April 2004. The charter is approved to serve students in grades 8-12 with a maximum enrollment of 320. Representatives of Haas

Hall Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request an amendment to the current charter. By a unanimous vote, the panel approved the amendment for Haas Hall Academy, Fayetteville. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's March 2015 meeting.

Presenter: *Cindy Hogue*

A-8 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: KIPP Delta Public Schools, Forrest City

The State Board of Education approved the application for KIPP Delta Public Schools Forrest City Campus in October 2014. The charter is approved to serve students in grades 5-8 with a maximum enrollment of 400. Representatives of KIPP Delta Public Schools appeared before the Charter Authorizing Panel on February 18, 2015 to request an amendment to the current charter. By a unanimous vote, the panel approved/denied the amendment for KIPP Delta Public Schools, Forrest City. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's March 2015 meeting.

Presenter: *Cindy Hogue*

A-9 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: Northwest Arkansas Classical Academy

The State Board of Education approved the application for Northwest Arkansas Classical Academy in November, 2012. The charter is approved to serve students in grades K-12 with a maximum enrollment of 685. Representatives of Northwest Arkansas Classical Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request an amendment to the current charter. By a unanimous vote, the panel approved the amendment for Northwest Arkansas Classical Academy. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's March 2015 meeting.

Presenter: *Cindy Hogue*

A-10 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: Ozark Montessori Academy

The State Board of Education approved the application for Ozark Montessori Academy in October 2014. The charter is approved to serve students in grades K-8 with a maximum enrollment of 280. Representatives of Ozark Montessori Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request an amendment to the current charter. By a unanimous vote, the panel approved the amendment for Ozark Montessori Academy. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's March 2015 meeting.

Presenter: *Cindy Hogue*

A-11 Pulaski County Special School District Request for Review of Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal: Academics Plus Charter School

The State Board of Education approved the application for Academics Plus Charter School in May 2001. The charter is approved to serve students in grades K-12 with a maximum enrollment of 850. Representatives of the Academics Plus Charter School appeared before the Charter Authorizing Panel on February 18, 2015 to request a 20-year renewal for the charter. By a 4-1 vote, the panel approved the renewal application for Academics Plus Charter School for a period of 5 years. Pursuant Ark. Code Ann. § 6-23-701 et seq., the Pulaski County Special School District requests that the State Board of Education conduct a hearing at its next meeting to review the decision made by the Charter Authorizing Panel.

Presenter: *Cindy Hogue*

A-12 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal: Arkansas Arts Academy

The State Board of Education approved the application for Arkansas Arts Academy (Formerly Benton County School of the Arts) in February 2001. The charter is approved to serve students in grades K-12 with a maximum enrollment of 825. Representatives of the Arkansas Arts Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request a 20-year renewal for the charter. By a unanimous vote, the panel approved the renewal application for Arkansas Arts Academy for a period of 3 years. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's March 2015 meeting.

Presenter: *Cindy Hogue*

A-13 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal: Arkansas Virtual Academy

The State Board of Education approved the application for Arkansas Virtual Academy in September 2003. The charter is approved to serve students in grades K-12 with a maximum enrollment of 500. Representatives of the Arkansas Virtual Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request a 5-year renewal for the charter. By a unanimous vote, the panel approved the renewal application for Arkansas Virtual Academy for a period of 5 years. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's March 2015 meeting.

Presenter: *Cindy Hogue*

A-14 Charter Authorizing Panel Action on District Conversion Public Charter School Renewal: Mountain Home High School Career Academy

The State Board of Education approved the application for Mountain Home High School Career Academy in March 2003. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 1600. Representatives of the Mountain Home High School Career Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request a 5-year renewal for the charter. By a unanimous vote, the panel approved the renewal application for Mountain Home High School Career Academy for a 5 year period. No request for the State Board of Education to review the decision made by the panel was

submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's March 2015 meeting.

Presenter: *Cindy Hogue*

A-15 Consideration for Approval of ABCTE as an Accelerated Teaching Program and Approval for ABCTE Content and Pedagogy Assessments

Under Arkansas code 6-17-409, the ADE has approved Teach for America (TFA) and Arkansas Teacher Corps (ATC) as Accelerated Teacher Programs. The statute also allows the ADE to approve other accelerated teaching programs. Additional accelerated teacher programs in Arkansas include the Arkansas Pathway for Professional Teaching License (APPEL) and the Provisional Professional Teaching License (PPTL). The American Board for Certification of Teachers of Excellence (ABCTE) is a non-profit organization established by the U. S. Department of Education dedicated to building strong communities through preparing, certifying, and supporting teachers. ABCTE has asked Arkansas to license teachers with ABCTE certification. (See more at: abcte.org) The Department recommends that ABCTE be approved by the Board as an accelerated teaching program. Candidates would initially receive a provisional license and the ADE would develop an MOU with ABCTE to outline the process to ensure Arkansas' licensing requirements are met and also a plan of support that candidates would receive for a period of up to 3 years, with the possibility of completion and issuance of a standard license after 2 years pending requirements are met. Approval of ABCTE's program would require that Arkansas accept ABCTE candidates' scores on ABCTE's required assessments (content and pedagogy) which differ from the PRAXIS assessments. The MOU would ensure that all assessments that Arkansas currently requires are taken but allow the substitution of the ABCTE assessment in place of the Praxis Content and Pedagogy assessments. The Department requests the Board approve the ABCTE content and pedagogy assessments as sufficient replacements for the PRAXIS counterparts for ABCTE certified teachers.

Presenter: *Ivy Pfeffer and Shawn McCollough,President and CEO of the American Board for the Certification of Teacher Excellence (ABCTE)*

A-16 Declaration of Critical Academic Shortage Areas of Licensure for 2015-2016

Pursuant to Ark. Code. Ann. § 6-15-403 and § 6-81-609 it is required that the State Board of Education declare licensure areas as the Critical Academic Shortage Areas. The Critical Shortage areas as approved by US Department of Education for 2015-2016 are as follows: Gifted and Talented, Foreign Language, Library Media, Mathematics, Special Education, Drama/Speech, Family and Consumer Sciences, and Art.

Presenter: *Ivy Pfeffer*

A-17 Hearing on Waiver Request for Teaching License – Eric Marquis Williams

Eric Marquis Williams is a licensed educator. On January 13, 2015, the Department advised Mr. Williams that a background check revealed an offense that disqualifies him for a teaching license under Ark. Code Ann. § 6-17-410(c) as well as employment in an Arkansas public school. Mr. Williams has requested a waiver of the grounds for denial of his standard teaching license.

Presenter: *Cheryl Reinhart*

A-18 Consideration of Revocation of Teaching License – Nicole Francis

Nicole Francis is a licensed educator. On May 24, 2013, the Department advised Ms. Francis through her attorney that she was disqualified licensure under Ark. Code Ann. § 6-17-410(c). Ms. Francis requested a waiver of the grounds for revocation of her standard teaching license. This hearing was postponed pending an appeal. The Department recommends revocation of her license. Ms. Francis is represented by her attorney, Richard L. Mays.

Presenter: *Cheryl Reinhart*

A-19 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 13-047; Beverly Garner-Harris

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed by law. Following an evidentiary hearing on November 21, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board order the suspension of Ms. Garner-Harris' license for three (3) years, assess a $100.00 fine, and require Ms. Garner-Harris to, by the end of the suspension period, complete professional development on ArkansasIDEAS, Number CID 1001366(11)-ASCD: Classroom Management: Building Effective Relationships, ArkansasIDEAS, Number CID 1000265(1b)-Annenberg Media: The Learning Classroom: Feelings Count, ArkansasIDEAS, Number CID 1001186(2d)-ASCD: Classroom Management: Managing Challenging Behavior, and by reading A Framework for Understanding Poverty by Ruby K. Payne, Ph.D. and providing the PLSB office with a written reflection on the book and its impact on her teaching practices. Ms. Garner-Harris made a timely request for State Board review. Ms. Garner-Harris has filed written objections and the PLSB has filed its response. Ms. Garner-Harris is represented by attorney Clayton Blackstock.

Presenter: *Jennifer Liwo*

A-20 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations –PLSB Case No. 14-066; Jason Vaughn Marshall

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on October 24, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board suspend Mr. Marshall's license for twenty-four (24) months, assess a $100.00 fine, and require Mr. Marshall to obtain a written statement from a licensed mental health professional stating that Mr. Marshall does not pose a threat to students by the end of the suspension period. Mr. Marshall made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Mr. Marshall is represented by attorney John Kennedy.

Presenter: *Jennifer Liwo*

A-21 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowers the State Board of Education to approve a method for assigning letter grades. Following public comment, this

Board approved a calculation formula, but changed how students attending an Alternative Learning Environment (ALE) with its own LEA number would be included in the calculation. On December 1, 2014, this Board released for public comment the rules with revised sections 4.03 and 4.04 (which sections addressed ALEs). The proposed rules have gone through a second and third public comment period, and no changes were made to the rules as a result of the comments received. The Department staff respectfully requests the State Board give final approval to these rules pending Governor's Office approval and Legislative Council review.

Presenter: *Lori Freno*

A-22 Consideration of Little Rock School District Progress Update

On July 10, 2014, the State Board classified the following Little Rock Schools in Academic Distress: Hall High School, J. A. Fair High School, McClellan High School, Henderson Middle School, Cloverdale Middle School and Baseline Elementary. Academic Distress status was based on combined math and literacy three-year trend data from school years 2010-11, 2011-12 and 2012-13. On January 28, 2015, the State Board voted to assume state authority for the Little Rock School District. On February 12, 2015, the State Board classified the following Little Rock Schools in Academic Distress: Hall High School, J. A. Fair High School, McClellan High School, Henderson Middle School, Cloverdale Middle School and Baseline Elementary. Academic Distress status was based on combined math and literacy three-year trend data from school years 2011-12, 2012-13, and 2013-14. Board Members requests the Department provide a monthly report on the progress of the district in removing the six schools from academic distress.

Presenter: *Deputy Commissioner Mike Hernandez*

The motion carried unanimously.

A-21 Consideration for Public Comment of the Arkansas Department of Education Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools

Department Staff Attorney Ms. Kendra Clay said the Arkansas Department of Health recently updated its Rules and Regulations Pertaining to Immunization Requirements. She said revisions to ADE's rules governing immunizations are necessary to align ADH's and ADE's immunization requirements. She said provisions were also added to allow students who are excluded from school for immunization-related absences to remain enrolled rather than being dropped from the school's attendance records pursuant to Ark. Code Ann. § 6-18-213(f).

Dr. Barth moved, seconded by Ms. Reith, to approve the Arkansas Department of Education Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools for public comment. The motion carried unanimously.

A-22 Consideration for Emergency Adoption of the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Department Deputy General Counsel Ms. Lori Freno said Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) required that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowered the State Board of Education to approve a method for assigning letter grades. She said the University of Arkansas Office of Innovation developed the method set forth in these rules for Education, in conjunction with the ADE and stakeholders. She said changes were made to emergency rules previously adopted (and repealed) by this Board to require school districts that have an Alternative Learning Environment (ALE) with its own LEA number to include the ALE students in their respective attendance area schools.

Ms. Reith moved, seconded by Mr. Davis, to approve the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards for emergency adoption. Ms. Mahony voted no. The final vote was 6-1. The motion carried.

A-23 Consideration for Final Approval of the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS 2015

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards ("Rules").

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*

2.00 PURPOSE

The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Act 696 of 2013.

3.00 DEFINITIONS

3.01 **Department** means Arkansas Department of Education.

3.02 **Four-Year Adjusted Cohort Graduation** Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 **Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.

3.04 **"TAGG" (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of "A," "B," "C," "D," or "F."

4.02 Each school's score will be calculated by the Department using the model set forth in Appendix "A."

4.03 If a school district has an Alternative Learning Environment (ALE) and the ALE has a Local Education Agency (LEA) number, the school district shall, for purposes of a letter grade assignment pursuant to these rules only, include the ALE students in their respective attendance area schools.

4.04 ~~4.04. The school rating system shall not apply to Alternative Learning Environments with LEA numbers as identified in Ark. Code Ann. § 6-48-101.~~ ~~4.03.~~ Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.

APPENDIX "A"

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and Four-Year Adjusted Cohort Graduation Rate (where applicable)[1] and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score 2

Improvement Score with ESEA Options 2

Determination of Meeting Test Score Targets 3

Determination of Meeting Graduation Rate Targets 3

Four-Year Adjusted Cohort Graduation Rate 4

Adjustments for Achievement Gaps and Graduation Gaps 4

Achievement Gap Adjustment 4

Graduation Rate Gap Adjustment 5

Overall Score Calculation 5

Applying Cut Scores to the Overall Score to Determine Letter Grades 6

[1] Throughout this document, the term "graduation rate" refers to schools' Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted in this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	0.25	1	1.25

At the school level, the *Weighted Performance Score* is calculated as follows:

$$Weighted\ Performance\ Score = \frac{(0 * Below\ Basic\ N) + (0.25 * Basic\ N) + (1 * Proficient\ N) + (1.25 * Advanced\ N)}{NonMobile\ Student\ Test\ Scores\ in\ Math\ and\ Literacy\ N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).[2] If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Literacy – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

[2] Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile
Grad Rate – TAGG	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile

Four-Year Adjusted Cohort Graduation Rate

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

Adjustments for Achievement Gaps and Graduation Gaps

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$Achievement\ gap = NonTAGG\ Proficiency\ \% - TAGG\ Proficiency\ \%$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Gap Adjustments are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Achievement Gap Range	~~24%~~ 23.86% or greater	~~20-23%~~ 19.53-23.85%	~~16-19%~~ 15.93-19.52%	~~12-15%~~ 12.00-15.92%	Less than 12.00%

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

Graduation Rate Gap Adjustment

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$Graduation\ Rate\ Gap = NonTAGG\ Graduation\ Rate - TAGG\ Graduation\ Rate$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Graduation Gap Range	~~16%~~ 16.21% or greater	~~10-15%~~ 10.75-16.20%	~~7-9%~~ 6.90-10.74%	~~2-6%~~ 3.66-6.89%	Less than ~~2%~~ 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

Overall Score Calculation

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

Schools with graduation rate:

$$Overall\ school\ score = (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

Schools without graduation rate:

$$Overall\ school\ score = (1.5)(Weighted\ Perf. + Gap\ Adj.) + (1.5)(Improvement)$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

Applying Cut Scores to the Overall Score to Determine Letter Grades

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = Less Than 180 points

ARKANSAS DEPARTMENT OF EDUCATION

AGENDA
STATE BOARD OF EDUCATION

December 1, 2014

Arkansas Department of Education

conference call

1:00 PM

☐ Back ☐ Print

Action Agenda

A-1 Consideration for Repeal of Emergency Rule: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards (Emergency Rule—Adopted 10-13-14)

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowers the State Board of Education to approve through rules a method for assigning letter grades. On October 19, 2014, this Board approved for emergency adoption rules that mirrored the proposed permanent rules for assigning letter grades. Because the ADE is seeking this Board's approval to release for a second public comment period the proposed permanent rules containing revised language, the Department respectfully requests that the State Board repeal the current emergency rules.

Presenter: *Lori Freno*

A-2 Consideration for Release for Second Public Comment Period: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowers the State Board of Education to approve through rules a method for assigning letter grades. This Board approved a method developed by the University of Arkansas Office of Innovation for Education, in conjunction with the ADE and stakeholders. After the public comment period ended, this Board revised the proposed rules to exempt from receiving a letter grade Alternative Learning Environments (ALEs) that have their own LEA (Local Education Agency) number. The Administrative Rules and Regulations Subcommittee of the Arkansas Legislative Council subsequently referred the proposed rules (with this revision) to the Joint Education Committee, to which the ADE presented a possible alternative to the language exempting ALEs from receiving a letter grade. The Department respectfully requests that the State Board approve release of the proposed rules containing the alternate language for a second public comment period.

Presenter: *Lori Freno*

~~ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS (EMERGENCY RULE) – Effective October 13, 2014~~
Repealed Effective December 2, 2014

~~1.00 REGULATORY AUTHORITY~~

~~**1.01** These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards ("Rules").~~

~~**1.02** The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*~~

~~2.00 PURPOSE~~

~~The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Act 696 of 2013.~~

~~3.00 DEFINITIONS~~

~~**3.01 Department** means Arkansas Department of Education.~~

~~**3.02 Four-Year Adjusted Cohort Graduation** Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).~~

~~**3.03 Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.~~

~~**3.04 "TAGG" (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).~~

~~4.00 SCHOOL RATING SYSTEM~~

~~**4.01** Effective with the 2014-2015 school year, each school will receive a letter grade score of "A," "B," "C," "D," or "F."~~

~~**4.02** Each school's score will be calculated by the Department using the model set forth in Appendix "A."~~

~~**4.03** Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.~~

4.04 The school rating system shall not apply to Alternative Learning Environments with LEA numbers as identified by Ark. Code Ann. § 6-48-101.

Emergency Clause

Whereas, Ark. Code Ann. § 6-15-2105 provides that effective with the 2014-2015 school year, each school will receive a letter grade score of "A" through "F."

Whereas, Ark. Code Ann. § 6-15-2106 authorizes the Arkansas State Board of Education to adopt rules to establish the method for determining the letter grade for each school that takes into consideration levels of performance and improvement, and the State Board has done so in these rules.

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that immediate peril to the welfare of Arkansas public schools and students will result without the immediate promulgation of these rules.

APPENDIX "A"

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and Four-Year Adjusted Cohort Graduation Rate (where applicable)[4] and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score 2

Improvement Score with ESEA Options 2

Determination of Meeting Test Score Targets 3

Determination of Meeting Graduation Rate Targets 4

Four-Year Adjusted Cohort Graduation Rate 4

Adjustments for Achievement Gaps and Graduation Gaps 4

Achievement Gap Adjustment 5

Graduation Rate Gap Adjustment 5

Overall Score Calculation 6

Applying Cut Scores to the Overall Score to Determine Letter Grades 6

[4] Throughout this document, the term "graduation rate" refers to schools' Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	0.25	1	1.25

At the school level, the *Weighted Performance Score* is calculated as follows:

$$Weighted\ Performance\ Score = \frac{(0 * Below\ Basic\ N) + (0.25 * Basic\ N) + (1 * Proficient\ N) + (1.25 * Advanced\ N)}{NonMobile\ Student\ Test\ Scores\ in\ Math\ and\ Literacy\ N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math – All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).[2] If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year *or* Proficiency 3-Year *or* GTS 1-Year *or* GTS 3-Year	AMO *or* 90th percentile
Literacy – TAGG	Proficiency 1-Year *or* Proficiency 3-Year *or* GTS 1-Year *or* GTS 3-Year	AMO *or* 90th percentile
Math – All	Proficiency 1-Year *or* Proficiency 3-Year *or* GTS 1-Year *or* GTS 3-Year	AMO *or* 90th percentile
Math – TAGG	Proficiency 1-Year *or* Proficiency 3-Year *or* GTS 1-Year *or* GTS 3-Year	AMO *or* 90th percentile

[2] Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year *or* Graduation Rate 3-Year	AMO *or* 90th percentile
Grad Rate – TAGG	Graduation Rate 1-Year *or* Graduation Rate 3-Year	AMO *or* 90th percentile

Four-Year Adjusted Cohort Graduation Rate

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

Adjustments for Achievement Gaps and Graduation Gaps

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$Achievement\ gap = NonTAGG\ Proficiency\ \% - TAGG\ Proficiency\ \%$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Gap Adjustments are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	**Larger Gap**	**Average Gap**	**Smaller Gap**	**Smallest Gap**
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

Graduation Rate Gap Adjustment

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$Graduation\ Rate\ Gap = NonTAGG\ Graduation\ Rate - TAGG\ Graduation\ Rate$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	**Larger Gap**	**Average Gap**	**Smaller Gap**	**Smallest Gap**
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

Overall Score Calculation

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

Schools with graduation rate:

$$Overall\ school\ score = (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

Schools without graduation rate:

$$Overall\ school\ score = (1.5)(Weighted\ Perf. + Gap\ Adj.) + (1.5)(Improvement)$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

Applying Cut Scores to the Overall Score to Determine Letter Grades

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = Less Than 180 points

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS 2015

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards ("Rules").

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*

2.00 PURPOSE

The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Act 696 of 2013.

3.00 DEFINITIONS

3.01 **Department** means Arkansas Department of Education.

3.02 **Four-Year Adjusted Cohort Graduation** Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 **Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.

3.04 **"TAGG" (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of "A," "B," "C," "D," or "F."

4.02 Each school's score will be calculated by the Department using the model set forth in Appendix "A."

4.03 If a school district has an Alternative Learning Environment (ALE) and the ALE has a Local Education Agency (LEA) number, the school district may opt, for purposes of a letter grade assignment pursuant to these rules only, to include the ALE students in their respective attendance area schools. If the school district

chooses not to exercise this option, the ALE shall receive a letter grade using the model set forth in Appendix "A."

4.04 ~~4.04. The school rating system shall not apply to Alternative Learning Environments with LEA numbers as identified in Ark. Code Ann. § 6-48-101.~~ 4.03. Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.

APPENDIX "A"

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and Four-Year Adjusted Cohort Graduation Rate (where applicable)[1] and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score 2

Improvement Score with ESEA Options 2

Determination of Meeting Test Score Targets 3

Determination of Meeting Graduation Rate Targets 4

Four-Year Adjusted Cohort Graduation Rate 4

Adjustments for Achievement Gaps and Graduation Gaps 4

Achievement Gap Adjustment 5

Graduation Rate Gap Adjustment 5

Overall Score Calculation 6

Applying Cut Scores to the Overall Score to Determine Letter Grades 6

[1] Throughout this document, the term "graduation rate" refers to schools' Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	*0.25*	1	*1.25*

At the school level, the *Weighted Performance Score* is calculated as follows:

$$Weighted\ Performance\ Score = \frac{(0 * Below\ Basic\ N) + (0.25 * Basic\ N) + (1 * Proficient\ N) + (1.25 * Advanced\ N)}{NonMobile\ Student\ Test\ Scores\ in\ Math\ and\ Literacy\ N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).[2] If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Literacy – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – All	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile
Math – TAGG	Proficiency 1-Year ***or*** Proficiency 3-Year ***or*** GTS 1-Year ***or*** GTS 3-Year	AMO ***or*** 90th percentile

[2] Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile
Grad Rate – TAGG	Graduation Rate 1-Year ***or*** Graduation Rate 3-Year	AMO ***or*** 90th percentile

Four-Year Adjusted Cohort Graduation Rate

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

Adjustments for Achievement Gaps and Graduation Gaps

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$Achievement\ gap = NonTAGG\ Proficiency\ \% - TAGG\ Proficiency\ \%$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Gap Adjustments are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	**Larger Gap**	**Average Gap**	**Smaller Gap**	**Smallest Gap**
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Achievement Gap Range	~~24%~~ 23.86% or greater	~~20-23%~~ 19.53-23.85%	~~16-19%~~ 15.93-19.52%	~~12-15%~~ 12.00-15.92%	Less than 12.00%

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

Graduation Rate Gap Adjustment

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$Graduation\ Rate\ Gap = NonTAGG\ Graduation\ Rate - TAGG\ Graduation\ Rate$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	Largest Gap	**Larger Gap**	**Average Gap**	**Smaller Gap**	**Smallest Gap**
Gap Adjustment	**-6**	**-3**	**0**	**+3**	**+6**
Graduation Gap Range	~~16%~~ 16.21% or greater	~~10-15%~~ 10.75-16.20%	~~7-9%~~ 6.90-10.74%	~~2-6%~~ 3.66-6.89%	Less than ~~2%~~ 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

Overall Score Calculation

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

Schools with graduation rate:

$$Overall\ school\ score = (Weighted\ Perf. + Gap\ Adj.) + (Improvement) + (Grad\ Rate + Gap\ Adj.)$$

Schools without graduation rate:

$$Overall\ school\ score = (1.5)(Weighted\ Perf. + Gap\ Adj.) + (1.5)(Improvement)$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

Applying Cut Scores to the Overall Score to Determine Letter Grades

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = Less Than 180 points

February 18, 2013

Teacher Trial

Last Name	First Name	Signature
Acklin	Bobby	(b)(6)
Allmon	Karisa	
Anthony	Michael	
Black	Pamela	
Bowles	Brenda	
Brewster	Marilyn	
Burgess	Ryan	
Burgess	Shawn	
Burton	Marvin	
Cleaver	Vanessa	
Clifford	Elizabeth	
Cohen	Perry	
Coleman	Shanda	
Daniels	John	
Davis	Gary	
Davis	Kiffany	
Davis	Marjorie	
Dawson	Alma	
Duerr	Donna	
Dunn	Virginia	
Ebbs	Danny	
Ezell	Regina	
Goff	Kathy	
Green	Lajuana	
Guess	Jerry	
Hartwick	Barbara	

Copy of sign in sheet 02/28/13

(b)(6)

South Central Service Co-op

SCANNED

February 18, 2013

Last Name	First Name	Signature
Henderson	Eric	(b)(6)
Hiegel	Brenda	
Hobbs	Antony	
House	Donna	
Johnson	Christopher	
Jones	Charlie	
Jones	Ricky	
Kelley	John	
Koehler	Jo ann	
Mccraney	John	
Mcdonald	Thomas	
Mcgee	Earnest	
Muldrew	Donna	
Noble	Thomas	
Nowden	Emma	
Papineau	Deborah	
Person	Pamela	
Ratliff	Kristie	
Ray	Katina	
Remele	Linda	
Richardson	Donald	
Rogers	Terri	
Ross	Suzanne	
Rousseau	Nancy	
Shirley	Laura	
Smith	Delwin	

(b)(6)

February 18, 2013

Last Name	First Name	(b)(6)	Signature
Smith	Lori		
Snyder	Katherine		
Stone	Abby		
Stone	Micheal		
Tackett	John		
Taylor	George		
Thrasher	Eunice		
Viswanathan	Reva		
Warren	Janice		
White	Jonas		
Whitehorn	Daniel		
Whitfield	Sherman		
Williams	Evelyn		
Williams	Frank		
Williams	Yolaundra		
Woodley	Clifton		
Young	Debbie		
Zink	Judy		
Broadnax	William		
Tyler	Naricissus		

Sullivan Vera E

Clowers, Rober

Sparks: Gena

Taylor, Rena

ADE TEAC Meeting
Auditorium
September 17, 2013

COPY

Lname	Fname	Coop	Signature
Abernathy	Richard		(b)(6)
Arter # 108.56	Tina	Nashville	
Baroni	Luanne	LISA Academy	
Blaxton	Daryl	Pocahontas	
Bruick	Debbie	Bryant	
Cole	Debra	Fort Smith	
Harden	Ron		
Harris	Sabrina	Pulaski County Special	
Hart	Bobby	Hope	
Hopkins	David	Clarksville	
Howell # 88.68	Michelle	Westside	
Hurst # 24.56	Sandra	White County	
Martens	Mike	AHEA	
Nichols # 107.52	Robin	Nettleton	
Protho	Tony		
Rainey	David	Dumas	
Robbins # 112.56	Brenda	Mena	
Robinson	Brenda		
Romeo # 28.20	Cynthia	Conway	
Shaw	Frank	Forrest City	
Smith	Kathy		
Wasem # 118.08	Jeff	Bentonville	
Williams	Gary	East Poinsett County	
Winfield	Angela	Southwest Coop	

ADE TEAC Meeting
Auditorium
September 17, 2013

Lname	Fname	School	Signature
LINCH	Michele		(b)(6)
HOLLAND	GREG	ARC	
Weimer	Ali	Marion	
Arnett	Denise	UA	
Conner	Patricia	ADE	
RHINEY	David	Dumas	

Office of Educator Effectiveness - SFY14 ~~Teacher Evaluation Meeting~~ ADE Teac Meeting

Event Code: TEAC ADE 0917JP14 Location: ADE, Little Rock, AR

Department: OEE - Teach Eval Date: 9/17/2013

PURPOSE:

Cost Center: 351151
FUND CENTER: 699
IO: I0500699E

Participant/ Vendor	Vendor ID	Compensation	Catering (incl. taxes/del)	# Miles (roundtrip)	Mileage @ .42 (state rate)	Meal reimbursement	Lodging	Sub-Pay	Total	Post Date	Warrant#
DADDY'S DELI		$ -	$ 386.28	0.00	$ -	$ -	$ -	$ -	$ 386.28	N/A	INTERNAL
ATTENDEES:											
Abernathy, Richard		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Arirola, Denise		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Arter, Tina	100199508	$ -	$ -	258.00	$ 108.36	$ -	$ -	$ -	$ 108.36	9/23/2013	1410165988
Baroni, Luanne		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Blaxton, Daryl	DID NOT ATTEND	$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Bruick, Debbie		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Cole, Debra		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Conner, Patricia		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Harden, Ron	DID NOT ATTEND	$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Harris, Sabrinia		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Hart, Bobby	DID NOT ATTEND	$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Holland, Greg		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Hopkins, David	DID NOT ATTEND	$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Howell, Michelle		$ -	$ -	204.00	$ 85.68	$ -	$ -	$ -	$ 85.68	9/23/2013	1410165815
Hurst, Sandra	100165004	$ -	$ -	58.00	$ 24.36	$ -	$ -	$ -	$ 24.36	9/23/2013	1410165817
Lipch, Michele		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Martens, Mike		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Nichols, Robin	100119274	$ -	$ -	256.00	$ 107.52	$ -	$ -	$ -	$ 107.52	9/23/2013	1410165617
Protho, Tony		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Rainey, David		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Robbins, Brenda	100116099	$ -	$ -	266.00	$ 111.72	$ -	$ -	$ -	$ 111.72	9/23/2013	1410165609
Robinson, Brenda		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Romeo, Cynthia	100159053	$ -	$ -	60.00	$ 25.20	$ -	$ -	$ -	$ 25.20	9/23/2013	1410165797
Shaw, Frank	100199552	$ -	$ -	180.00	$ 75.60	$ 15.48	$ 87.01	$ -	$ 178.09	10/7/2013	1410192930
Smith, Kathy		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Wasem, Jeff	100115168	$ -	$ -	422.00	$ 177.24	$ -	$ -	$ -	$ 177.24	9/23/2013	1410165608
Weimer, Ali		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Williams, Gary	DID NOT ATTEND	$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Winfield, Angela		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Mena for Brenda Robbins	5703000	$ -	$ -	0.00	$ -	$ -	$ -	$ 87.75	$ 87.75	10/7/2013	1420121070
Nashville for Tina Arter	3105000	$ -	$ -	0.00	$ -	$ -	$ -	$ 60.82	$ 60.82	10/7/2013	1420122566
Conway for Cynthia Romeo	2301000	$ -	$ -	0.00	$ -	$ -	$ -	$ 76.00	$ 76.00	10/7/2013	1420122287
Clarksville for Michelle Howell	3606000	$ -	$ -	0.00	$ -	$ -	$ -	$ 55.00	$ 55.00	11/6/2013	1420166454
ADE Employees:											

		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -		
Grand Totals:		**$ -**	**$ 386.28**	**1704.00**	**$ 715.68**	**$ 15.48**	**$ 87.01**	**$ 279.57**	**$ 1,484.02**		
Total Count Attended:	**24**										
Total Count Not Attend:	**5**										
Average Cost Per Attendee:		**$ -**	**$ 16.10**	**71.00**	**$ 29.82**	**$ 0.65**	**$ 3.63**	**$ 11.65**	**$ 61.83**		
(excludes ADE Employees)											
% of Expenditures:		**0.00%**	**26.03%**		**48.23%**	**1.04%**	**5.86%**	**18.84%**	**100.00%**		

NOTES: Daddy's Deli paperwork is in the binder.

Office of Educator Effectiveness - SFY13 Teacher Evaluation Meeting

Event Code: TESS ADV 0924BG13 Location: ADE, Little Rock, AR

Department: OEE - Teach Eval Date: 9/24/2013

PURPOSE: TESS Advisory Committee Meeting on Growth Modules

Cost Center: 351151
Fund Center: 699
IO: I0500699E

Participant/ Vendor	Vendor ID	Compensation	Catering (Incl. taxes/del)	# Miles (roundtrip)	Mileage @ .42 (state rate)	Meal reimbursement	Lodging	Audio Visual	Total	Post Date	Warrant#	Encumbrance Date	Comments
		$ -	$ -	0.00	$ -	$ -	$ -	$ -	$ -				
ATTENDEES:													
Arter, Tina	100199508	$ -	$ -	280.00	$ 117.60	$ -	$ -	$ -	$ 117.60	10/30/2012	1310254127		
Brown, Natalie	100146257	$ -	$ -	88.00	$ 36.96	$ -	$ -	$ -	$ 36.96	10/30/2012	1310253728		
Forrest City SD for Frank Shaw	6201000	$ 80.00	$ -		$ -	$ -	$ -	$ -	$ 80.00	11/21/2012	1320178695		Subpay
Fort Smith SD for Debra Cole	6601000	$ 83.20	$ -		$ -	$ -	$ -	$ -	$ 83.20	11/21/2012	1320178911		Subpay
Howell, Michelle	100164453	$ -	$ -	200.00	$ 84.00	$ -	$ -	$ -	$ 84.00	10/30/2012	1310253878		
Johnson Co. Westside for Michelle Howell	3606000	$ 55.00	$ -		$ -	$ -	$ -	$ -	$ 55.00	11/21/2012	1320178403		Subpay
Mena SD for Brenda Robbins	5703000	$ 101.25	$ -		$ -	$ -	$ -	$ -	$ 101.25	6/21/2013	1320741532		Subpay
Nashville Schools for Tina Arter	3105000	$ 60.82	$ -		$ -	$ -	$ -	$ -	$ 60.82	11/21/2012	1320178548		Subpay
Nichols, Robin	100119274	$ -	$ -	272.00	$ 114.24	$ -	$ -	$ -	$ 114.24	10/15/2012	1310218483		
Sellers, Brenda	100021610	$ -	$ -	320.00	$ 134.40	$ -	$ -	$ -	$ 134.40	11/9/2012	1310281438		
Shaw, Frank	100199552	$ -	$ -	184.00	$ 77.28	$ -	$ -	$ -	$ 77.28	10/30/2012	1310254130		
Wasem, Jeff	100115168	$ -	$ -	416.00	$ 174.72	$ -	$ -	$ -	$ 174.72	10/15/2012	1310218459		
Watson Chapel SD for Natalie Brown	3508000	$ 78.30	$ -		$ -	$ -	$ -	$ -	$ 78.30	11/21/2012	1320178338		Subpay
									$ -				
									$ -				
ADE Employees:				0.00	$ -	$ -	$ -	$ -	$ -				
Grand Totals:		**$ 458.57**	**$ -**	**1760.00**	**$ 739.20**	**$ -**	**$ -**	**$ -**	**$ 1,197.77**				
Total Count Attended:	**7**												
Total Count Not Attend:	**0**												
Average Cost Per Attendee:		**$ 65.51**	**$ -**	**251.43**	**$ 105.60**	**$ -**	**$ -**	**$ -**	**$ 171.11**				
(excludes ADE Employees)													
% of Expenditures:		**38.29%**	**0.00%**		**61.71%**	**0.00%**	**0.00%**	**0.00%**	**100.00%**				

APPROVED: No Sign-In Sheets NOTES:

24

ADE TEAC Meeting
Auditorium
November 19, 2013

TESS
TEACHER EXCELLENCE AND SUPPORT SYSTEM

Lname	Fname	Coop	Signature
Abernathy	Richard		
Arter	Tina	Nashville	(b)(6)
Baroni	Luanne	LISA Academy	
Blaxton	Daryl	Pocahontas	
Bruick	Debbie	Bryant	
Cole	Debra	Fort Smith	
Harden	Ron		
Harris	Sabrina	Pulaski County Special	
Hart	Bobby	Hope	
Hopkins	David	Clarksville	
Howell	Michelle	Westside	
Hurst	Sandra	White County	
Martens	Mike	AAEA	
Nichols	Robin	Nettleton	
Protho	Tony		
Rainey	David	Dumas	
Robbins	Brenda	Mena	
Robinson	Brenda		
Romeo	Cynthia	Conway	
Shaw	Frank	Forrest City	
Smith	Kathy		
Wasem	Jeff	Bentonville	
Williams	Gary	East Poinsett County	
Winfield	Angela	Southwest Coop	

ADE TEAC Meeting
Auditorium
November 19, 2013

TESS
TEACHER EXCELLENCE AND SUPPORT SYSTEM

Lname	Fname	School	Signature
Linch	Michele	ASTA	(b)(6)
Holland	Greg	ARC	
Weimer	Ali	Marion	
Airola	Denise	UofA	
Conner	Patricia	ADE	
Rainey	David	Dumus	
Hoy	John	ADE	
Gibson	Neal		

ADE TEAC Meeting
Auditorium
February 12, 2014

TESS
TEACHER EXCELLENCE AND SUPPORT SYSTEM

	Lname	Fname	Coop	Signature
	Abernathy	Richard		(b)(6)
✓	Airola	Denise	UofA	
✓	Arter	Tina	Nashville	
✓	Baroni	Luanne	LISA Academy	
✓	Blaxton	Daryl	Pocahontas	
	Bruick	Debbie	Bryant	
✓	Cole	Debra	Fort Smith	
	Conner	Patricia	ADE	
	Gibson	Neal	ARC	
	Harder	Ron	ASBA	
	Harris	Sabrina	Pulaski County Special	
	Hart	Bobby	Hope	
	Holland	Greg	ARC	
	Hopkins	David	Clarksville	
	Hostetler	Michelle	ADH	
✓	Howell	Michelle	Westside	
	Hoy	John	ADE	
✓	Hurst	Sandra	White County	
	Linch	Michele	ASTA	
✓	Mertens	Mike	AAEA	
✓	Nichols	Robin	Nettleton	
	Protho	Tony		
	Rainey	David	Dumas	
✓	Robbins	Brenda	Mena	

ADE TEAC Meeting
Auditorium
February 12, 2014

TESS
TEACHER EXCELLENCE AND SUPPORT SYSTEM

	Lname	Fname	School	Signature
	Robinson	Brenda	AEA	(b)(6)
✓	Romeo	Cynthia	Conway	
	Shaw	Frank	Forrest City	
	Smith	Kathy		
✓	Wasem	Jeff	Bentonville	
✓	Weimer	Ali	Marion	
✓	Williams	Gary	East Poinsett County	
✓	Winfield	Angela	Southwest Coop	
	Walters	Karen	ADE	
	Pfeffer	Ivy	ADE	
	Gibson	Becky	ADE	
	Culpepper	Barbara	ADE	
	Porter	Sandra	ACE	
	Tate	Marylene	ACE	
	Morgan	Melody	ADE	
	Culpepper	Barbar	ADE	

Daddy's Deli - $336.89

ADE TEAC Meeting
Auditorium
March 18, 2014

TESS
TEACHER EXCELLENCE AND SUPPORT SYSTEM

	Lname	Fname	Coop	Signature
	Abernathy	Richard		(b)(6)
	Airola	Denise	UofA	
	Arter	Tina	Nashville	
	Baroni	Luanne	LISA Academy	
	Blaxton	Daryl	Pocahontas	
	Bruick	Debbie	Bryant	
nA	Cole	Debra	Fort Smith	
	Conner	Patricia	ADE	
	Gibson	Neal	ARC	
	Harder	Ron	ASBA	
	Harris	Sabrina	Pulaski County Special	
	Hart	Bobby	Hope	
	Holland	Greg	ARC	
	Hopkins	David	Clarksville	
	Hostetler	Michelle	ADH	
	Howell	Michelle	Westside	
	Hoy	John	ADE	
	Hurst	Sandra	White County	
✓	Linch	Michele	ASTA	
✓	Mertens	Mike	AAEA	
✓	Nichols	Robin	Nettleton	
	Protho	Tony		
	Rainey	David	Dumas	
	Robbins	Brenda	Mena	

ADE TEAC Meeting
Auditorium
March 18, 2014

TESS
TEACHER EXCELLENCE AND SUPPORT SYSTEM

Lname	Fname	School	Signature
Robinson	Brenda		(b)(6)
Romeo	Cynthia	Conway	
Shaw	Frank	Forrest City	
Smith	Kathy		
Wasem	Jeff	Bentonville	
Weimer	Ali	Marion	
Williams	Gary	East Poinsett County	
Winfield	Angela	Southwest Coop	
Walters	Karen	ADE	
Pfeffer	Ivy	ADE	
Gibson	Becky	ADE	
Culpepper	Barbara	ADE	
Tate	Marylene	Career Education	
Porter	Sandra	Career Education	
Morgan	Melody	ADE	
Johnson	Jim	Consultant	

TEAC Advisory Committee
Wednesday December 03, 2014
ADE – Big MAC
9:30-3:30

Name	District/Agency	Signature
Abernathy, Richard	AAEA	(b)(6)
Airola, Denise	Office of Innovation	
Arter, Tina	Nashville School District	
Baroni, Luanne	LISA Academy	
Barrett, Randy	Gentry School District	
Blackford, Kelly	Office of Innovation U of A	
Blaxton, Daryl	Pocahontas School District	
Bone, Tiffany	Pine Bluff School District	
Boothe, Donnie	Stuttgart School District	
Butterfield Karen	CCSSO	
Cole, Debra	Fort Smith School District	
Crossley, Jonathan	ADE	
Edwards, Todd	Conway School District	
Gibson, Becky	ADE	
Harder, Ron	ARSBA	
Hart, Bobby	Hope School District	
Harris, Sabrina	PCSSD	

TEAC Advisory Committee
Wednesday December 03, 2014
ADE – Big MAC
9:30-3:30

Hillier, Marguerite	Texarkana School District
Hobson, Mike	Mena School District
Hopkins, David	Clarksville School District
Howell, Michelle	Westside School District
Hurst, Sandra	ADE
Johnson, Marilyn	Warren School District
Jones, Portia	Prescott School District
Lee, Charles	Rogers School District
Linch, Michele	ASTA
Mertens, Mike	AAEA
Nichols, Robin	Nettleton School District
Pfeffer, Ivy	ADE
Porter, Sandra	ADE
Prothro, Tony	ARSBA
Robbins, Brenda	Mena School District
Robinson, Brenda	AEA
Romeo, Cynthia	Conway School District
Shaw, Frank	Forrest City School District

(b)(6)

Ferren, Louis ADE

TEAC Advisory Committee
Wednesday December 03, 2014
ADE – Big MAC
9:30-3:30

Simmons, Rhonda	El Dorado School District	(b)(6)
Smith, Kathy	Walton Family Foundation	
Sullivan, Andy	Cabot School District	
Summerhill, Brian	Van Buren School District	
Tate, Marylene	ADE	
Todd, Lisa	Greenbrier School District	
Wasem, Jeff	Bentonville School District	
Williams, Gary	East Poinsett County School	
Winfield, Angela	Southwest COP	
Nelson, Renee	ADE	
Kyle Sawin	ADE	
Cheryl Reinhart	ADE	
Lesia Edwards	ADE	
Barnes, Annette	ADE	
Cross, Abby	ADE	
Jones, Debbie	ADE	
Mike Vincent	ADE	

TEAC Attendance

Last Name	First Name	Email	Quantity	Ticket Type	Date Atten	Discount	Order #	Order Type	Total Paid	Eventbrite	Eventbrite	Attendee St
Abernathy	Richard	r.abernathy@theaaea.org	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		381223161	Free Order	0	0	0	Checked In
Airola	Denise	dairola@uark.edu	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		381027537	Free Order	0	0	0	Checked In
Barnes	Annette	annette.barnes@arkansas.gov										Checked In
Baroni	Luanne	baroni@lisaacademy.org	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		360950613	Free Order	0	0	0	Checked In
Barrett	Randy C	drbarrett@gentrypioneers.com	1	TEAC-winter	Dec 3, 2014		360172575	Free Order	0	0	0	Checked In
Blaxton	Daryl	daryl.blaxton@pocahontaspsd.com	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		380472959	Free Order	0	0	0	Checked In
Bone	Tiffany	mrstiffanybone@gmail.com	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		374457243	Free Order	0	0	0	Checked In
Butterfield	Karen	karen.butterfield@consultant.ccsso.org	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		366678227	Free Order	0	0	0	Checked In
Cole	Debra	debra_cole72904@yahoo.com	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		380518603	Free Order	0	0	0	Checked In
Cress	Abby	Abby.Cress@arkansas.gov										Checked In
Crossley	Jonathan	jonathancrossley88@gmail.com	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		380470893	Free Order	0	0	0	Checked In
Edwards	Lesia	lesia.edwards@arkansas.gov	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		381218855	Free Order	0	0	0	Checked In
Edwards	Todd	edwardst@conwayschools.net	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		380474799	Free Order	0	0	0	Checked In
Ferren	Louis	Louis.Ferren@arkansas.gov										Checked In
Gibson	Becky	becky.gibson@arkansas.gov										Checked In
Harder	Ron	rharder@arsba.org	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		380530635	Free Order	0	0	0	Checked In
Hillier	Marguerite	Marguerite.Hillier@tasd7.net	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		379940433	Free Order	0	0	0	Checked In
Hopkins	David	dahopkins@yahoo.com	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		359278297	Free Order	0	0	0	Checked In
Howell	Michelle	ms.howell@me.com	1	TEAC-winter	Dec 3, 2014		359372989	Free Order	0	0	0	Checked In
Hurst	Sandra	Sandra.Hurst@arkansas.gov	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		359151209	Free Order	0	0	0	Checked In
Johnson	Marilyn	marilyn.johnson@warrensd.org	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		380499967	Paid with C	0	0	0	Checked In
Jones	Debbie	debbie.jones@arkansas.gov										Checked In
Jones	Portia	pjones@prescott.k12.ar.us	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		359770259	Free Order	0	0	0	Checked In
Lee	Charles	clee@rps.k12.ar.us	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		370776615	Free Order	0	0	0	Checked In
Linch	Michele	michele@astapro.org	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		380536251	Free Order	0	0	0	Checked In
Mertens	Mike	m.mertens@theaaea.org	1	TEAC-winter	Dec 3, 2014		359457189	Free Order	0	0	0	Checked In
Nelson	Renee	renee.nelson@arkansas.gov										Checked In
Nichols	Robin	rnichols@nettletonschools.net	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		363133131	Free Order	0	0	0	Checked In
Porter	Sandra	sandra.porter@arkansas.gov	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		381221185	Free Order	0	0	0	Checked In
Reinhart	Cheryl	cheryl.reinhart@arkansas.gov										Checked In
Robbins	Brenda	brendarobbinsathome@yahoo.com	1	TEAC-winter	Dec 3, 2014		365002563	Free Order	0	0	0	Checked In
Robbins	Brenda	brendarobbinsathome@yahoo.com	1	TEAC-winter	Dec 3, 2014		381477857	Free Order	0	0	0	Checked In
Romeo	Cynthia	cromeo07@gmail.com	1	TEAC-winter	Dec 3, 2014		359464553	Free Order	0	0	0	Checked In
Romeo	Cynthia	romeoc@conwayschools.net	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		380556047	Free Order	0	0	0	Checked In
Saracini	Karli	karli.saracini@arkansas.gov										Checked In
Shaw	Frank	shawfra77@gmail.com	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		359496059	Free Order	0	0	0	Checked In
Simmons	Rhonda	rsimmons@esd-15.org	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		359745377	Free Order	0	0	0	Checked In
Sullivan	Andy	andy.sullivan@cps.k12.ar.us	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		380995825	Free Order	0	0	0	Checked In
Summerhil	Brian	bsummerhill@vbsd.us	1	TEAC-winter	Dec 3, 2014		360328705	Free Order	0	0	0	Checked In
Todd	Lisa	toddl@greenbrierschools.org	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		375011161	Free Order	0	0	0	Checked In
Wasem	Jeff	jwasem@bentonvillek12.org	1	TEAC-winter	Dec 3, 2014 at 9:30 AM		359365609	Free Order	0	0	0	Checked In

to verify attendance 12.3.14 Becky Gibson Educator Eval. OEE

Model 1 – Proficiency + improvement

General reflections or questions about model:

- Timeline for implement 2014-2015 school year. 13 data or 14 data.
- ½ for non-grad. Later
- Thought about not using attendance.
- Easy to understand.
- Large correlation with poverty.
- Does this model support the meaning of the grade? Do we need to define what a grade at, e.g. "A" means about a school before we choose the model?
- Greater differentiation (detail) for high schools with six targets (measurable movement) more finite of measure.
- Based on proficiency.
- New cuts with need to be created with PARCC performance levels of 5.
- Proficiency as the main factor doesn't recognize individual IQ variance.
- Bonus for all improvement.
- Growth built through (red and green boxes) broadened growth and proficiency.

Advantages of this model:

- Simple and easy for the team to understand.
- Will be easier to explain to parents.
- May not be as fair because they have no growth.
- The model adjusted for gaps is my favorite because of the correlations with poverty and school size.
- The cuts will be critical.
- Easy to understand.
- John's idea to include growth in the model is good. This would stick with growth to standards for at least one more year.
- Poverty - .4, school size - .12
- Simple.
- Include our AMO = growth tied to ESEA model.
- Not as complicated.

Concerns about this model:

- Wait! Growth is included in improvement is it not? And ok, we may want to refine this model for movement between the levels.
- No growth.
- Large correlation with poverty.
- No growth consideration.
- Looks like federal model of data.

- Adjustment for GAPS – compensatory points very critical. Would need to see modeled data.
- Will require some adjustments.
- Does not show refined proficiency.
- Should show growth.

Model 4 – Proficiency + Improvement + Growth to Standard (GTS)

General reflections or questions about model:

- Do we have to create a gap where none exist.
- This model has growth that our population understands but is outdated.
- Growth is included but correlations with poverty is too high.
- Dropout rate might be an important factor.
- Growth to standards based on 4 performance levels.
- Need to be able to link performance backward and forward.

Advantages of this model:

- Too highly correlated to poverty.
- Doesn't show advanced achievement (above proficient).

Concerns about this model:

- Not relative growth.
- Does not show refined proficiency.

Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)

General reflections or questions about model:

- Lines up with teacher evaluation.
- Good correlations with poverty and school size.
- SGP allows for growth.
- Would like this model with refined proficiency.
- I think this is the best model.

Advantages of this model:

- Best model for poverty and model 8.
- Lower correlation to poverty.
- Aligned with TESS.
- Not as complicated as AGT.
- Not as negatively correlated with poverty.

Concerns about this model:

- Concerned with SGPs when the states scores go down.
- Does not account for growth against standard.
- Should have refined proficiency.

Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)

General reflections or questions about model:

- Too complicated for the general public and many not differentiate between schools any better than others.
- Correlations with poverty is too high.
- Too complicated.

Advantages of this model:

- Takes into account SGP and trajectory to proficiency.

Concerns about this model:

- Should have refined proficiency.

Model 8 – Refined Proficiency + Improvement + Adequate Growth Trajectory AGT)

General reflections or questions about model:

- Way too complicated for me right now but IF we must go with the most fair, this is my favorite.
- Is this incentivizing what you want to incentivize?
- Strong correlation.
- Flatter peak.
- Too complicated.

Advantages of this model:

- Good for poverty.
- Allows for moving from below basic to basic and from proficient to advanced – incentivizes this.
- Growth allows to use information immediately.
- Refined proficiency is more fair.

Concerns about this model:

- Complicated.
- Complex.
- Confusing.

Model 1 – Proficiency + improvement

General reflections or questions about model:

- Timeline for implement 2014-2015 school year. 13 data or 14 data.
- ½ for non-grad. Later
- Thought about not using attendance.
- Easy to understand.
- Large correlation with poverty.
- Does this model support the meaning of the grade? Do we need to define what a grade at, e.g. "A" means about a school before we choose the model?
- Greater differentiation (detail) for high schools with six targets (measurable movement) more finite of measure.
- Based on proficiency.
- New cuts with need to be created with PARCC performance levels of 5.
- Proficiency as the main factor doesn't recognize individual IQ variance.
- Bonus for all improvement.
- Growth built through (red and green boxes) broadened growth and proficiency.

Advantages of this model:

- Simple and easy for the team to understand.
- Will be easier to explain to parents.
- May not be as fair because they have no growth.
- The model adjusted for gaps is my favorite because of the correlations with poverty and school size.
- The cuts will be critical.
- Easy to understand.
- John's idea to include growth in the model is good. This would stick with growth to standards for at least one more year.
- Poverty - .4, school size - .12
- Simple.
- Include our AMO = growth tied to ESEA model.
- Not as complicated.

Concerns about this model:

- Wait! Growth is included in improvement is it not? And ok, we may want to refine this model for movement between the levels.
- No growth.
- Large correlation with poverty.
- No growth consideration.
- Looks like federal model of data.

- Adjustment for GAPS – compensatory points very critical. Would need to see modeled data.
- Will require some adjustments.
- Does not show refined proficiency.
- Should show growth.

Model 4 – Proficiency + Improvement + Growth to Standard (GTS)

General reflections or questions about model:

- Do we have to create a gap where none exist.
- This model has growth that our population understands but is outdated.
- Growth is included but correlations with poverty is too high.
- Dropout rate might be an important factor.
- Growth to standards based on 4 performance levels.
- Need to be able to link performance backward and forward.

Advantages of this model:

- Too highly correlated to poverty.
- Doesn't show advanced achievement (above proficient).

Concerns about this model:

- Not relative growth.
- Does not show refined proficiency.

Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)

General reflections or questions about model:

- Lines up with teacher evaluation.
- Good correlations with poverty and school size.
- SGP allows for growth.
- Would like this model with refined proficiency.
- I think this is the best model.

Advantages of this model:

- Best model for poverty and model 8.
- Lower correlation to poverty.
- Aligned with TESS.
- Not as complicated as AGT.
- Not as negatively correlated with poverty.

Concerns about this model:

- Concerned with SGPs when the states scores go down.
- Does not account for growth against standard.
- Should have refined proficiency.

Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)

General reflections or questions about model:

- Too complicated for the general public and many not differentiate between schools any better than others.
- Correlations with poverty is too high.
- Too complicated.

Advantages of this model:

- Takes into account SGP and trajectory to proficiency.

Concerns about this model:

- Should have refined proficiency.

Model 8 – Refined Proficiency + Improvement + Adequate Growth Trajectory AGT)

General reflections or questions about model:

- Way too complicated for me right now but IF we must go with the most fair, this is my favorite.
- Is this incentivizing what you want to incentivize?
- Strong correlation.
- Flatter peak.
- Too complicated.

Advantages of this model:

- Good for poverty.
- Allows for moving from below basic to basic and from proficient to advanced – incentivizes this.
- Growth allows to use information immediately.
- Refined proficiency is more fair.

Concerns about this model:

- Complicated.
- Complex.
- Confusing.

	Comments/Questions	Advantages	Concerns
Is the model overly compensatory? Are there elements within the model that may mask underlying concerns? If so, to what degree and is that an acceptable degree?	I believe this model is the most fair of all nine presented.		
Are the elements within the model weighted appropriately? **Do schools get appropriate credit for areas they are improving or making progress including performance, growth, graduation rate, and achievement gaps?** **Do schools get appropriate penalties for areas that are important to consider in incentivizing overall improvement of the system to benefit all students?**	How significant are the gap adjustments to the overall school score? Can the adjustment pull an A school down to a C or pull an F school to a C?		Graduation Rate of 4 years is still a concern. I am interested in expanding it to 5 years if possible.
How well do you think stakeholders in your district will understand Model 9?	I don't know that stakeholders have understood any previous designations very well and this one will not be any different. There will be a select group of people who	will study + understand, but the majority will relate A-F to what they are familiar from their own experiences.	

	Comments/Questions	Advantages	Concerns
State Grading System and ESEA Flexibility status labels: If Model 9 is used should the state use two different systems, or try to get the grading system approved for use in ESEA Flexibility? Two systems or 1?	One system would be nice, but neither is easy to explain. How will one (or two) work in the future with PARCC (or even as it transitions in?)		
Given the purpose of Alternative Learning Programs and the manner in which students are assigned to ALEs, is Model 9 appropriate to use to grade ALEs?	It seems to be more fair than other models due to gap adjustments, improvement, + weighted performance.		
If different measures are more appropriate for ALEs, how would you reduce unintended consequences such as schools/ districts increasing ALE student numbers or establishing separate LEAs for ALEs by moving students from other schools to boost letter grades in other schools?	If Model 9 is not used for ALE, how will it affect Special Education? Many ALE students are Special Ed. Can there be consideration for new model adjs for	ALE placement if Model 9 is <u>not</u> used?	Too many students may be placed in ALE if a different model is developed.

Reflections for Model 9 for A – F Grading
Model 9—Weighted Performance + Improvement with ESEA Options

	Comments/Questions	Advantages	Concerns
To what degree do you think the model will help schools focus on improving the academic outcomes for all students and reduce achievement gaps?	Weighted performance is better than simple proficiency in my opinion. Is no longer "all or nothing".	The weighted performance is beneficial to all. The gap adjustment is an incentive to close the achievement gap – easy to understand.	
To what degree do schools get appropriate credit for areas they are improving or making progress including areas such as growth, graduation rate, decreasing achievement gaps, and other indicators?			
Consider the demographics of AR schools. Does the model have components that are less related to poverty and school size than other models? Do these components provide schools that have large concentrations of poverty students with sufficient opportunity to achieve a higher letter grade? If not, do you have other suggestions?	Yes.		

	Comments/Questions	Advantages	Concerns
Is the model overly compensatory? Are there elements within the model that may mask underlying concerns? If so, to what degree and is that an acceptable degree?	I believe this model is the most fair of all nine presented.		
Are the elements within the model weighted appropriately? **Do schools get appropriate credit for areas they are improving or making progress including performance, growth, graduation rate, and achievement gaps?** **Do schools get appropriate penalties for areas that are important to consider in incentivizing overall improvement of the system to benefit all students?**	How significant are the gap adjustments to the overall school score? Can the adjustment pull an A school down to a C or pull an F school to a C?		Graduation Rate of 4 years is still a concern. I am interested in expanding it to 5 years if possible.
How well do you think stakeholders in your district will understand Model 9?	I don't know that stakeholders have understood any previous designations very well and this one will not be any different. There will be a select group of people who	will study + understand, but the majority will relate A-F to what they are familiar from their own experiences.	

	Comments/Questions	Advantages	Concerns
State Grading System and ESEA Flexibility status labels: If Model 9 is used should the state use two different systems, or try to get the grading system approved for use in ESEA Flexibility? Two systems or 1?	One system would be nice, but neither is easy to explain. How will one (or two) work in the future with PARCC (or even as it transitions in?)		
Given the purpose of Alternative Learning Programs and the manner in which students are assigned to ALEs, is Model 9 appropriate to use to grade ALEs?	It seems to be more fair than other models due to gap adjustments, improvement, + weighted performance.		
If different measures are more appropriate for ALEs, how would you reduce unintended consequences such as schools/ districts increasing ALE student numbers or establishing separate LEAs for ALEs by moving students from other schools to boost letter grades in other schools?	If Model 9 is not used for ALE, how will it affect Special Education? Many ALE students are Special Ed. Can there be consideration for new model adjs for	ALE placement if Model 9 is <u>not</u> used?	Too many students may be placed in ALE if a different model is developed.

Reflections for Model 9 for A – F Grading
Model 9—Weighted Performance + Improvement with ESEA Options

	Comments/Questions	Advantages	Concerns
To what degree do you think the model will help schools focus on improving the academic outcomes for all students and reduce achievement gaps?	Weighted performance is better than simple proficiency in my opinion. Is no longer "all or nothing".	The weighted performance is beneficial to all. The gap adjustment is an incentive to close the achievement gap – easy to understand.	
To what degree do schools get appropriate credit for areas they are improving or making progress including areas such as growth, graduation rate, decreasing achievement gaps, and other indicators?			
Consider the demographics of AR schools. Does the model have components that are less related to poverty and school size than other models? Do these components provide schools that have large concentrations of poverty students with sufficient opportunity to achieve a higher letter grade? If not, do you have other suggestions?	Yes.		

Consultation Documentation from Stakeholder Meeting with the Commissioner's Superintendents Advisory Council

December 4, 2013 meeting

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	timeline for implementation 2014-15 School year 13 data or 14 data. simple and easy for the team to understand. will be easier to explain to parents. may not be as fair because they have NO Growth. the model Adjusted For Gaps is my favorite because of the Correlations with poverty & school size. the cuts will be critical. Wait! Growth is included in Improvement is it not? & OK! We may want to refine this model for movement between the levels.		
Model 4- Proficiency + Improvement + Growth to Standard (GTS)	do we have to create a gap where none exist. this model has growth that our population understands but is outdated. growth is included but Correlations with poverty is too high.		

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)	lines up with teacher evaluation. Good correlations with Poverty & school size. but I am concerned with SGP's when the states scores go down.		
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Too complicated for the general public and may NOT differentiate between schools any better than the others.	Also correlations with poverty is too high.	

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Way too Complicated for me right now but if we must go with the most fair, this is my favorite.		

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	½ for non-grad. later Thought about not using attendance		AO growth
Model 4- Proficiency + Improvement + Growth to Standard (GTS)			

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)		Best model for poverty and model 8	
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)			

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)		Good for poverty	Complicated

11.6.18

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	+ easy to understand - large correlation w/ poverty Does this model support the meaning of the grade? Do we need to define what a grade of "A" means about a school before we use the model? (e.g.)	- easy to understand - John's idea to include growth in this model is good. This would stick w/ growth to standards for at least one more year.	- large correlation w/ poverty - no "growth" considered
Model 4- Proficiency + Improvement + Growth to Standard (GTS)	dropout rate might be an important factor		~~add too~~ ~~not relative growth~~ - not relative growth

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)		~~advantage~~ for - lower correlation to poverty - aligned w/ TESS	does not account for growth against standard
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)		- takes into account SGP and trajectory to proficiency	

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Is this incentivizing what you want to incentivize?	allows for moving from below basic to basic + from proficient to advanced - incentivizes this.	

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	. Greater differentiation (detail) for high schools w/ AE targets . Measurable movement . More finite effect measure . Based on proficiency . New cuts w/ need to be created w/ PARCC performance levels of 5.	Poverty -.4 School Size 0.12	Looks like federal model of data. Adjustment for Gaps - Compensatory Pts very crucial Would need to see modeled data.
Model 4- Proficiency + Improvement + Growth to Standard (GTS)	. Growth to Standards based on 4 performance levels - . Need to be able to link Performance backward and forward.		

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)			
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)			

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)			

Refined Proficiency SGP

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement Bonus for all improvement Growth built through (red + green bars) broadened Growth + Proficiency	Proficiency as the main factor doesn't recognize individual IQ varience	Simple + Include Our AMO = Growth, Tied to ESEA Model	Will require some adjustments
Model 4- Proficiency + Improvement + Growth to Standard (GTS)			

A-F Models
5 Levels w/ PARCC

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)	SGP Allows for growth...		
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)			

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Strong Correlation Flatter Peak	$ Growth allows to use information immediately	Complex Confusing

Bonus System effectively allows points...

Standards for S.I. (Scholastic Audit)
or 9 Factors...
Dr. Kimbrell's 4 Pillar Goals

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement		Not as complicated.	Does not show refined proficiency. Should show growth.
Model 4- Proficiency + Improvement + Growth to Standard (GTS)		Too highly correlated to poverty. Does not show advanced achievement (above proficient).	Does not show refined proficiency

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)	would like this model with refined proficiency. I think this is the best model.	Not as complicated as AGT. Not as negatively correlated with poverty.	Should have refined proficiency
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Too complicated		should have refined proficiency

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)	too complicated	Refined proficiency is more fair	

Consultation Documentation from Stakeholder Meeting with the Commissioner's Superintendents Advisory Council

December 4, 2013 meeting

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	timeline for implementation 2014-15 School year 13 data or 14 data. simple and easy for the team to understand. will be easier to explain to parents. may not be as fair because they have NO Growth. the model Adjusted For Gaps is my favorite because of the Correlations with poverty & school size. the cuts will be critical. Wait! Growth is included in Improvement is it not? & OK! We may want to refine this model for preliminary between the levels.		
Model 4- Proficiency + Improvement + Growth to Standard (GTS)	do we have to create a gap where none exist. this model has growth that our population understands but is outdated. growth is included but Correlations with poverty is too high.		

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)	lines up with teacher evaluation. Good correlations with Poverty & school size. but I am concerned with SGP's when the states scores go down.		
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Too complicated for the general public and may NOT differentiate between schools any better than the others.	Also correlations with poverty is too high.	

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Way too Complicated for me right now but if we must go with the most fair, this is my favorite.		

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	½ for non-grad. later Thought about not using attendance		AO growth
Model 4- Proficiency + Improvement + Growth to Standard (GTS)			

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)		Best model for poverty and model 8	
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)			

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)		Good for poverty	Complicated

11.6.18

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	+ easy to understand - large correlation w/ poverty Does this model support the meaning of the grade? Do we need to define what a grade of "A" means about a school before we use the model? (e.g.)	- easy to understand - John's idea to include growth in this model is good. This would stick w/ growth to standards for at least one more year.	- large correlation w/ poverty - no "growth" considered
Model 4- Proficiency + Improvement + Growth to Standard (GTS)	dropout rate might be an important factor		~~add too~~ ~~not relative growth~~ - not relative growth

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)		~~advantage~~ for - lower correlation to poverty - aligned w/ TESS	does not account for growth against standard
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)		- takes into account SGP and trajectory to proficiency	

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Is this incentivizing what you want to incentivize?	allows for moving from below basic to basic + from proficient to advanced - incentivizes this.	

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	. Greater differentiation (detail) for high schools w/ AE targets . Measurable movement . More finite effect measure . Based on proficiency . New cuts w/ need to be created w/ PARCC performance levels of 5.	Poverty -.4 School Size 0.12	Looks like federal model of data. Adjustment for Gaps - Compensatory Pts very crucial Would need to see modeled data.
Model 4- Proficiency + Improvement + Growth to Standard (GTS)	. Growth to Standards based on 4 performance levels - . Need to be able to link Performance backward and forward.		

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)			
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)			

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)			

Refined Proficiency SGP

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement Bonus for all improvement Growth built through (red + green bars) broadened Growth + Proficiency	Proficiency as the main factor doesn't recognize individual IQ variance	Simple + Include Our AMO = Growth, Tied to ESEA Model	Will require some adjustments
Model 4- Proficiency + Improvement + Growth to Standard (GTS)			

A-F Models
5 Levels w/ PARCC

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)	SGP Allows for growth...		
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)			

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Strong Correlation Flatter Peak	$ Growth allows to use information immediately	Complex Confusing

Bonus System effectively allows points...

Standards for S.I. (Scholastic Audit)
or 9 Factors...
Dr. Kimbrell's 4 Pillar Goals

Reflections for Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement		Not as complicated.	Does not show refined proficiency. Should show growth.
Model 4- Proficiency + Improvement + Growth to Standard (GTS)		Too highly correlated to poverty. Does not show advanced achievement (above proficient).	Does not show refined proficiency

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)	would like this model with refined proficiency. I think this is the best model.	Not as complicated as AGT. Not as negatively correlated with poverty.	Should have refined proficiency
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Too complicated		should have refined proficiency

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)	too complicated	Refined proficiency is more fair	

Good Morning Denise,

First of all, let me say what a wealth of knowledge you are and how much I appreciate your openness and willingness to embrace new ideas and thoughts on the school rating system and the different models. As with any new journey, there is a lot of apprehension and fear on the part of myself and other school leaders, but your sensitivity to that is not only noticed, but appreciated. First of all, I have a question regarding model 9 -- how is the achievement gap calculated and applied-- is it done so individually for the areas of math & literacy and then applied or is it grouped together and then applied? As soon as scores are released, my people begin calculating our school performance to predict our status (I'm sure this is true for most schools, if not all). In addition, I want to share my thoughts regarding the grading system and ESEA accountability...whether to merge them into one or to have two separate systems. I believe there should be two systems. While I can see pros and cons of each, the primary reason I support a dual system is simply regarding the parameters with which the Feds system requires. If I remember correctly, there were guidelines requiring the identification of a certain percentage of schools in different categories such as the lowest 5% and so forth. It appears to me if we merge the two, a lot of the decisions regarding the formula will be dictated by the federal guidelines, thereby diminishing the state control. I can remember an old saying about the tail wagging the dog instead of the dog wagging its tail. Dictating percentages up front reminds me of a bell curve and, as a science teacher for many years, that model does not always tell the "real" story…it's that theory vs. reality thing. To some degree, I believe the federal guidelines would do just that and, in so doing, could create unfair conclusions regarding a school or district's performance which might be devastating.

My thoughts regarding some of the other questions on the feedback sheet:
1. To what degree do you think the model will help schools focus on improving the academic outcomes for all students and reduce achievement gaps?

I really don't believe any model does that--I think it is more dependent on the people and the passion for improvement than on any other factor. While I believe everyone would like to be performing and improving (certainly, noone wants to be labelled a failing school), the question really becomes are they so passionate about it that they are willing to expend the energy on a daily basis to ensure deliberate steps, actions and oversight is in place and occurring with fidelity? Improvement is extremely hard work, but you know that. In addition, I am concerned we may have far too many school leaders and teachers, especially in high poverty areas, that don't truly believe in the ability of their students. If you don't believe in the students' abilities to perform, you don't, usually, take the necessary steps or, if you do, it is more lip service than anything else...sorry, guess I'm getting into philosophy!
2-5. These questions regarding the specifics of model 9 & its compensation on components being weighted appropriately & so forth is not really one that I believe I have enough in-depth information to accurately answer. I know schools with a high-poverty student body deal with factors every minute of every school day that other schools don't have a clue as to the reality and how that should affect instructional strategies and supports; therefore, it should have a definite effect on the formula--is it enough in model 9, I don't know. I know that you DO understand that plight, so I trust your judgement. I don't believe the formula is over compensatory on the different factors.

6. How well do I think stakeholders will understand Model 9? I don't mean this in a negative or sarcastic way, but I believe they will understand it as well as they have understood any other model. I believe most people will look at the school grade, A-F, and will judge it based on the present A-F grading scale, regardless of what is presented to them. Using the scale that has been used since the beginning of time (haha) already has a fixated understanding as to what it means and that will be transferred to this label (for many or most). That does not mean we can't expand that knowledge and understanding, but, I think that is reality.
7. Two systems or one -- I answered in my first paragraph, I support 2.
8. ALEs -- While I understand how ALE students propose a unique set of challenges and wouldn't be opposed to a different standard of rating, still, if we have a standard saying we want the graduation rate or rate of proficiency on a math or literacy exam to be whatever, do we contradict ourselves by doing something different for them? Are we saying that's true for everyone else, but not them? Is that not the special education plight that we've been trying to overcome? Even if you do a separate rating system, I don't believe you will have districts increasing their ALE #s...I could be wrong. It would not be an enticement for me as a superintendent to do so, anyway.
Denise, while these are just my thoughts, feel free to do whatever you want with them...there's certainly nothing here that is monumentous, but you asked for feedback. If I can be helpful to you in your work, please contact me.
Thank you again for your work and for your openness!

My Best,
Anonymized

Questions for Report Card First Meeting of ADE Leadership Group

Overall Design

Major categories, with bonus or penalty within each?

Criteria versus Rank

How to set cut points for letter grades? Index to some measure that's external to Arkansas tests? Just set what looks meaningful for 2013 and hold constant?

Growth Measures

Meeting AMOs; Growth-to-standard; school progress; SOAR; SGP.

What will the feds allow?

What do we think is fairest?

What is understandable?

Grad Rate

Any way to do something better than just overall grad rates?

Non-Test Non-Grad Measures

What's available?

If available, how is the data quality?

If available, what about possible unintended consequences?

Other AMO Possibilities

Could fold into each category as bonus/penalty.

Percent Tested

Testing all your students is a baseline expectation. You shouldn't be rewarded for testing all your students. But you should be penalized if you don't. So percent tested should only enter letter grading as a potential penalty on your overall grade, after everything else has been calculated.

Broad Principles

Permissible

Understandable/Transparent

Fair/Sensitive

Balanced/Comprehensive

Need criteria for exclusion from gap analysis:

Minimum threshold of percent TAGG or non-TAGG?

Minimum N on number tested in math or literacy?

"A Menu of Choices"

Data Sources

Proficiency Rates
Growth to Standard Rates
Graduation Rates
Percent Tested – possibly only as a penalty? Testing all your students is a basic expectation.
ITBS
ACT
AP tests
Discipline data – questions about data quality, interpretation, and perverse incentives.
Attendance – median 95%, very little variation (SD is a bit over 1%).

Modeling Possibilities

Use of AMOs:

Counting the number of AMOs met
Difference between achieved percentage and AMO

Gaps: Achievement, Graduation

Structuring Possibilities

Weighting among various categories (for example, 50/50 Proficiency and Growth)

Overarching Question

What does a grade of ***A*** mean about a school? A grade of ***B***? A grade of ***C***, ***D*** or ***F***?

Which models help to support the meaning intended by each grade?

Questions to Consider About Different Models

- What do the grades and the components used in calculating an overall grade incentivize in terms of school improvement?
- Do the grades make sense when you look at the ranges of schools' data? What does an A, B, C, D or F mean about the quality of schools? Is that implied by the grades in each model?
- Do the grades and ESEA labels seem to say the similar things about school performance?
  - Example- a high performing school for all students has a large TAGG gap, ends up with a B instead of an A. Low performing school with high growth ends up with a C or B, rather than D because of growth.
- How strongly are school poverty and school size related to schools' grades in each model?
- Is a particular model overly compensatory? Are there elements within the model that may mask underlying concerns? To what degree and is that an acceptable degree?
- Are the elements within the model weighted appropriately?
  - Do schools get appropriate credit for areas they are improving or making progress including areas such as growth, grad rate, gaps, and other indicators?
  - Do schools get appropriate penalties for areas that are important to consider in incentivizing overall improvement of the system?

Considering Additional Bonuses/Penalties—Simplicity versus Sensitivity/Complexity

- To what extent do you want the bonus or penalty to impact a grade?
  - Potential to raise a grade by half or less or by half or more? (fewer points)
  - Potential to lower a grade by half or less or by half or more? (more points)
  - Potential of a bonus in one area to compensate for a problem in another area? To what degree is this warranted or acceptable?
- How are the additional components measured?
  - Are discipline, parent involvement, and other softer components measured and reported in a manner that would result in meaningful statistics for inclusion?
    - Would scores/statistics from those measures support valid and reliable inferences? If not, would these components be worth looking into for future?
- When are the statistics/scores for additional members available for inclusion?
  - In what database are the additional components stored? Where are they reported?
  - Would they be available as current or lagging indicators?
  - How do the answers to above impact the usefulness of these indicators?

Reflections for Considering A – F Grading Schemes ADE Group Feedback from 12.10.13

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	• Timeline for implement 2014-2015 school year. 13 data or 14 data. • ½ for non grad. • Thought about not using attendance. • Easy to understand. • Large correlation with poverty. • Does this model support the meaning of the grade? Do we need to define what a grated at, e.g. "A" means about a school before we choose the model? • Greater differentiation (detail) for high schools with 6 targets (measurable movement) more finite of measure. • Based on proficiency. • New cuts would need to be created with PARCC performance level of 5. • Proficiency as the main factor doesn't recognize individual IQ variance. • Bonus for all improvement. • Growth built through (red and green boxes) broadened growth and proficiency.	• Simple and easy for the team to understand. • Will be easier to explain to parents. • May not be as fair because they have no growth. • The model adjusted for gaps is my favorite because of the correlations with poverty and school size. • The cuts will be critical. • Easy to understand. • John's idea to include growth in the model is good. This would stick with growth to standards for at least one more year. • Poverty -.4, school size -.12 • Simple. • Include our AMO = growth tied to ESEA model. • Not as complicated.	• Wait! Growth is included in improvement is it not? And ok, we may want to refine this model for movement between the levels. • No growth. • Large correlation with poverty. • No growth consideration. • Looks like federal model of data. • Adjustment for Gaps – compensatory points very critical. Would need to see modeled data. • Will require some adjustments. • Does not show refined proficiency. • Should show growth.
Model 4- Proficiency + Improvement + Growth to Standard (GTS)	• Do we need to create a gap where none exist? • This model has growth that our population understands but is outdated. • Growth is included but correlations with poverty are too high. • Dropout rate might be an important factor. • Growth to standards based on 4 performance levels. • Need to be able to link performance backward and forward.	• Too high correlated to poverty. • Doesn't show advanced achievement (above proficient).	• Not relative growth. • Does not show refined proficiency.

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)	• Lines up with teacher evaluation. • Good correlations with poverty and school size. • SGP allows for growth. • Would like this model with refined proficiency. • I think this is the best model.	• Best model for poverty and model 8. • Lower correlation to poverty. • Aligned with TESS. • Not as complicated as AGT. • Not as negatively correlated with poverty.	• Concerned with SGPs when states scores go down. • Does not account for growth against standard. • Should have refined proficiency.
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)	• Too complicated for the general public and many not differentiate between schools any better than others. • Correlations with poverty are too high. • Too complicated.	• Takes into account SGP and trajectory to proficiency.	• Should have refined proficiency.

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 8- Refined Proficiency + Improvement + Adequate Growth Trajectory (AGT)	• Way too complicated for me right now but IF we must go with the most fair, this is my favorite. • Is this incentivizing what we want to incentivize? • Strong correlation. • Flatter peak. • Too complicated.	• Good for poverty. • Allows for moving from below basic to basic and from proficient to advanced – incentivizes this. • Growth allows using information immediately. • Refined proficiency is fairer.	• Complicated. • Complex. • Confusing.

Comments from Superintendents Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	Simple and understandable. Reasonable distribution of schools in various grade classifications Like ability for low achieving schools to meet target. Don't penalize for lack of growth if performance is high. Question: does this model have any bias toward a high performing, high-poverty school that has a high target and miss the target by a small percentage and get labeled a "D"? For example, high poverty in the 80% range of FRL. If a school meets three targets and almost meets 4, could they get partial credit/points? Good distribution Too much % given to graduation rate—is this what we have now? Is too much weight being given to graduation rate? How does this model compare to other states? Are we all looking @ a bell curve? Question: can model 1 be the "base" grade for districts and closing the achievement gap and/or GTS and/or SGP become "bonus" add-ons? If this is the simple model, how to do we explain this to stakeholders in common terms/language they will understand?	Least correlated with poverty Simple – easily understood Simple to explain Gap does not affect outcome with consideration to poverty Not as many components as other models.	Improvement: what about schools that did not meet target but were very close – could there be a range in the points attached? i.e. partial points 71% of schools are Needs Improvement or below—what image does this project? Understanding of the model by parents/patrons. Puts 105 schools in "F". 35% D+F; 28% A+B. Less incentive to RTI.

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 4- Proficiency + Improvement + Growth to Standard (GTS)	Flatter distribution Create model that is driver by percentage distribution? Thought: factor in bonus for growth and proficiency Does the law require bonuses/incentives? Why can't we meet AMOs without the competitiveness (?) ? We need to consider with Common Core – National students or almost if we have two systems (AR & Federal) and we want our students to compete globally, should we not meet Federal standards because parents may assume that our state is not measuring up nationally if we have two separate systems? Consider growth-to-standard as add-on points only. Should use growth as a positive only, but can't hurt your score. Use bonuses only in a positive way. Have a certain proficiency score for an A,B,C,D,F. Have a reward multiplier for growth. No penalty if you do not grow. Let's make growth a positive only.	Neutralizes poverty (?) Great effect re: SES Helps poverty schools	High-achieving schools may not be able to move any more: not meeting target Skewed to disfavor poverty—not acceptable. Not a good distribution Needs more A's. Don't like the distribution on this one. Don't like the fact that it's almost **preventing** high SES schools from beating low SES ones. Let's make growth a positive only.

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)	Compares students to students. I really like the comparison to similar students' prior year test scores. I like this distribution the best. Just purely based on # of schools in each category.	Better number of "F" schools Takes into account changes from one year to next. Low scoring student may not make target, but did improve. Does not compare to target. Mirrors TESS's SGP. At first glance this one seems the lesser of the evils. More positive in terms of A's and B's vs D's and F's.	Too many "D" schools. Could this be a bonus point? If not comparing student scores to the target, what is the goal?
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Criterion-based: encourage basic system (easy to explain) with add-on points. "NO". Not good plan. Set up two different systems: growth can help you but can't hurt you. Attain a certain score: 80% - B; 90% - A. :-) I think it is important to factor in a student's growth toward a target, not just other students. Does this make those at each extreme end of the curve more penalized?	AGT – helps with TESS.	The most F's!

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Additional comments that were not related to any particular model.	What will the business community say about two systems, especially when the state system makes us (as a state) look better than the federal system? I like the idea of two systems if one system is too difficult and won't pass at the federal level. If there are two systems—the federal system almost needs to be as simple as possible—IF we plan to push the state system. "Lack of correlation to poverty (All Models)" – *surely he/she means the opposite?* Look @ distribution instead of the models presented. The state must provide a free & appropriate education. All "F" schools are failing and need to be taken over by the state or consolidated/eliminated. What are the repercussions of 100 schools as "F" schools? PLEASE DO 'OR' INSTEAD OF 'AND'. Certain percent prof = A or Certain percent growth=A. As we tell our teachers in planning lessons, it is important to start with the end in mind. I like the idea of looking at growth as an add-on, and possibly using other factors. When you have students scoring really high, it's much harder to show growth. Enhance the absolute with growth. More than anything I believe we should look at the distribution within each model and work to create the best outcome. What about grade configurations when 9th graders are at a jr. high regarding math performance? Suggestion: don't be hasty in trying to sell a new model that really is arbitrary. Main concern: which model reflects best on the majority of schools.		

Comments from Superintendents Considering A – F Grading Schemes

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 1- Proficiency + Improvement	Simple and understandable. Reasonable distribution of schools in various grade classifications Like ability for low achieving schools to meet target. Don't penalize for lack of growth if performance is high. Question: does this model have any bias toward a high performing, high-poverty school that has a high target and miss the target by a small percentage and get labeled a "D"? For example, high poverty in the 80% range of FRL. If a school meets three targets and almost meets 4, could they get partial credit/points? Good distribution Too much % given to graduation rate—is this what we have now? Is too much weight being given to graduation rate? How does this model compare to other states? Are we all looking @ a bell curve? Question: can model 1 be the "base" grade for districts and closing the achievement gap and/or GTS and/or SGP become "bonus" add-ons? If this is the simple model, how to do we explain this to stakeholders in common terms/language they will understand?	Least correlated with poverty Simple – easily understood Simple to explain Gap does not affect outcome with consideration to poverty Not as many components as other models.	Improvement: what about schools that did not meet target but were very close – could there be a range in the points attached? i.e. partial points 71% of schools are Needs Improvement or below—what image does this project? Understanding of the model by parents/patrons. Puts 105 schools in "F". 35% D+F; 28% A+B. Less incentive to RTI.

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 4- Proficiency + Improvement + Growth to Standard (GTS)	Flatter distribution Create model that is driver by percentage distribution? Thought: factor in bonus for growth and proficiency Does the law require bonuses/incentives? Why can't we meet AMOs without the competitiveness (?) ? We need to consider with Common Core – National students or almost if we have two systems (AR & Federal) and we want our students to compete globally, should we not meet Federal standards because parents may assume that our state is not measuring up nationally if we have two separate systems? Consider growth-to-standard as add-on points only. Should use growth as a positive only, but can't hurt your score. Use bonuses only in a positive way. Have a certain proficiency score for an A,B,C,D,F. Have a reward multiplier for growth. No penalty if you do not grow. Let's make growth a positive only.	Neutralizes poverty (?) Great effect re: SES Helps poverty schools	High-achieving schools may not be able to move any more: not meeting target Skewed to disfavor poverty—not acceptable. Not a good distribution Needs more A's. Don't like the distribution on this one. Don't like the fact that it's almost **preventing** high SES schools from beating low SES ones. Let's make growth a positive only.

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Model 6 – Proficiency + Improvement + Student Growth Percentile (SGP)	Compares students to students. I really like the comparison to similar students' prior year test scores. I like this distribution the best. Just purely based on # of schools in each category.	Better number of "F" schools Takes into account changes from one year to next. Low scoring student may not make target, but did improve. Does not compare to target. Mirrors TESS's SGP. At first glance this one seems the lesser of the evils. More positive in terms of A's and B's vs D's and F's.	Too many "D" schools. Could this be a bonus point? If not comparing student scores to the target, what is the goal?
Model 7 – Proficiency + Improvement + Adequate Growth Trajectory (AGT)	Criterion-based: encourage basic system (easy to explain) with add-on points. "NO". Not good plan. Set up two different systems: growth can help you but can't hurt you. Attain a certain score: 80% - B; 90% - A. :-) I think it is important to factor in a student's growth toward a target, not just other students. Does this make those at each extreme end of the curve more penalized?	AGT – helps with TESS.	The most F's!

	General Reflections or Questions About Model	Advantages of This Model	Concerns About This Model
Additional comments that were not related to any particular model.	What will the business community say about two systems, especially when the state system makes us (as a state) look better than the federal system? I like the idea of two systems if one system is too difficult and won't pass at the federal level. If there are two systems—the federal system almost needs to be as simple as possible—IF we plan to push the state system. "Lack of correlation to poverty (All Models)" – *surely he/she means the opposite?* Look @ distribution instead of the models presented. The state must provide a free & appropriate education. All "F" schools are failing and need to be taken over by the state or consolidated/eliminated. What are the repercussions of 100 schools as "F" schools? PLEASE DO 'OR' INSTEAD OF 'AND'. Certain percent prof = A or Certain percent growth=A. As we tell our teachers in planning lessons, it is important to start with the end in mind. I like the idea of looking at growth as an add-on, and possibly using other factors. When you have students scoring really high, it's much harder to show growth. Enhance the absolute with growth. More than anything I believe we should look at the distribution within each model and work to create the best outcome. What about grade configurations when 9th graders are at a jr. high regarding math performance? Suggestion: don't be hasty in trying to sell a new model that really is arbitrary. Main concern: which model reflects best on the majority of schools.		

Reflections for Model 9 for A – F Grading
Model 9—Weighted Performance + Improvement with ESEA Options

	Comments/Questions	Advantages	Concerns
To what degree do you think the model will help schools focus on improving the academic outcomes for all students and reduce achievement gaps?			
To what degree do schools get appropriate credit for areas they are improving or making progress including areas such as growth, graduation rate, decreasing achievement gaps, and other indicators?			
Consider the demographics of AR schools. Does the model have components that are less related to poverty and school size than other models? Do these components provide schools that have large concentrations of poverty students with sufficient opportunity to achieve a higher letter grade? If not, do you have other suggestions?			

	Comments/Questions	Advantages	Concerns
Is the model overly compensatory? Are there elements within the model that may mask underlying concerns? If so, to what degree and is that an acceptable degree?			
Are the elements within the model weighted appropriately? Do schools get appropriate credit for areas they are improving or making progress including performance, growth, graduation rate, and achievement gaps? Do schools get appropriate penalties for areas that are important to consider in incentivizing overall improvement of the system to benefit all students?			
How well do you think stakeholders in your district will understand Model 9?			

	Comments/Questions	Advantages	Concerns
State Grading System and ESEA Flexibility status labels: If Model 9 is used should the state use two different systems, or try to get the grading system approved for use in ESEA Flexibility? Two systems or 1?			
Given the purpose of Alternative Learning Programs and the manner in which students are assigned to ALEs, is Model 9 appropriate to use to grade ALEs?			
If different measures are more appropriate for ALEs, how would you reduce unintended consequences such as schools/districts increasing ALE student numbers or establishing separate LEAs for ALEs by moving students from other schools to boost letter grades in other schools?			

Reflections for Model 9 for A – F Grading
Model 9—Weighted Performance + Improvement with ESEA Options

	Comments/Questions	Advantages	Concerns
To what degree do you think the model will help schools focus on improving the academic outcomes for all students and reduce achievement gaps?	The adjustment for Gaps component makes it very clear that the difference between proficiency rates for TAGG and non-TAGG will be an important factor in calculating the overall school score.	The accountability system's emphasis is evident regarding closing the gap between TAGG and non-TAGG groups.	Application of the model being used for the calculation of AMO's may be described as problematic.
To what degree do schools get appropriate credit for areas they are improving or making progress including areas such as growth, graduation rate, decreasing achievement gaps, and other indicators?	The credit or discredit that schools receive is wholly based on the performance of students on criterion referenced exams. Nevertheless, it is easy to discern the limitations of using large scale exams to determine the efficacy of school programs.	The data selected for measurement is quantifiable.	
Consider the demographics of AR schools. **Does the model have components that are less related to poverty and school size than other models?** **Do these components provide schools that have large concentrations of poverty students with sufficient opportunity to achieve a higher letter grade? If not, do you have other suggestions?**		The model is suitably objective and, by definition, allows for high poverty rates in the overall calculation.	

	Comments/Questions	Advantages	Concerns
Is the model overly compensatory? **Are there elements within the model that may mask underlying concerns? If so, to what degree and is that an acceptable degree?**		No, the model is not overly compensatory.	
Are the elements within the model weighted appropriately? **Do schools get appropriate credit for areas they are improving or making progress including performance, growth, graduation rate, and achievement gaps?** **Do schools get appropriate penalties for areas that are important to consider in incentivizing overall improvement of the system to benefit all students?**		We assume that the weighting related to the creation of an acceptable or useful distribution of high and low performing schools. It is not clear how the weighting increments were determined; consequently, they appear to be adequate for the purposes of recognizing disparities and gains.	When schools perform poorly, what should be done with them by the state?
How well do you think stakeholders in your district will understand Model 9?	School accountability systems have always been difficult to explain to parents.		Model 9 is at least as understandable as the present accountability model.

	Comments/Questions	Advantages	Concerns
State Grading System and ESEA Flexibility status labels: If Model 9 is used should the state use two different systems, or try to get the grading system approved for use in ESEA Flexibility? Two systems or 1?		Yes, if the USDE will allow the use of two systems. However, I do not believe that they will support this design.	The use of two systems will probably lead to some confusion in our state.
Given the purpose of Alternative Learning Programs and the manner in which students are assigned to ALEs, is Model 9 appropriate to use to grade ALEs?		Yes.	
If different measures are more appropriate for ALEs, how would you reduce unintended consequences such as schools/districts increasing ALE student numbers or establishing separate LEAs for ALEs by moving students from other schools to boost letter grades in other schools?			The performances of students who attend an ALE temporarily should not be attributed to the ALE but to the schools from which they were enrolled. Creating an LEA around an ALE will yield negative results.

Superintendent's Advisory Committee ALE Discussion

After reviewing the A – F letter grades as calculated through Model 9 superintendents discussed what to do about ALEs with separate LEA numbers. ALEs were 8 of the bottom 10 schools and would receive a grade of F using Model 9.

Superintendents were asked to discuss and provide feedback to two questions about ALEs and school letter grades.

1. Given the purpose of Alternative Learning Programs and the manner in which students are assigned to ALEs, is Model 9 appropriate to use to grade ALEs?
2. If different measures are more appropriate for ALEs, how would you reduce unintended consequences such as schools/districts increasing ALE student numbers or establishing separate LEAs for ALEs by moving students from other schools to boost letter grades in other schools?

The following are comments from superintendents contributed during the discussion.

- It is fair to review whether ALEs should have a separate LEA number.
- Use of a five year adjusted cohort graduation rate would be helpful to ALEs given many students qualify for placement in ALE based on their need for credit recovery.
- Disagreement over whether ALEs should have a separate set of measures to evaluate them for school letter grades when the ALE has its own LEA number.
    - If given a separate LEA number and separate measures for earning a school letter grade, individuals maybe more likely to view ALE students as belonging to the ALE and not treat them as part of the total district system—ignoring them so to speak—an unintended consequence.
    - Question raised: How would you establish appropriate values for ALEs to achieve if only 10 schools in the state are measured on a different set of indicators?
    - Separate indicators would allow ALE leaders, teachers and students to set achievable goals based on the areas that ALEs are working to improve through the alternate environment.
    - For Jonesboro, establishing a separate ALE LEA number would not improve or change the other schools' accountability indicators, so it isn't a motivation to separate into LEA number to avoid accountability for those students.
    - Separate indicators are necessary if districts are going to have an incentive to place students in ALE for the right reasons and help these students complete a quality education.

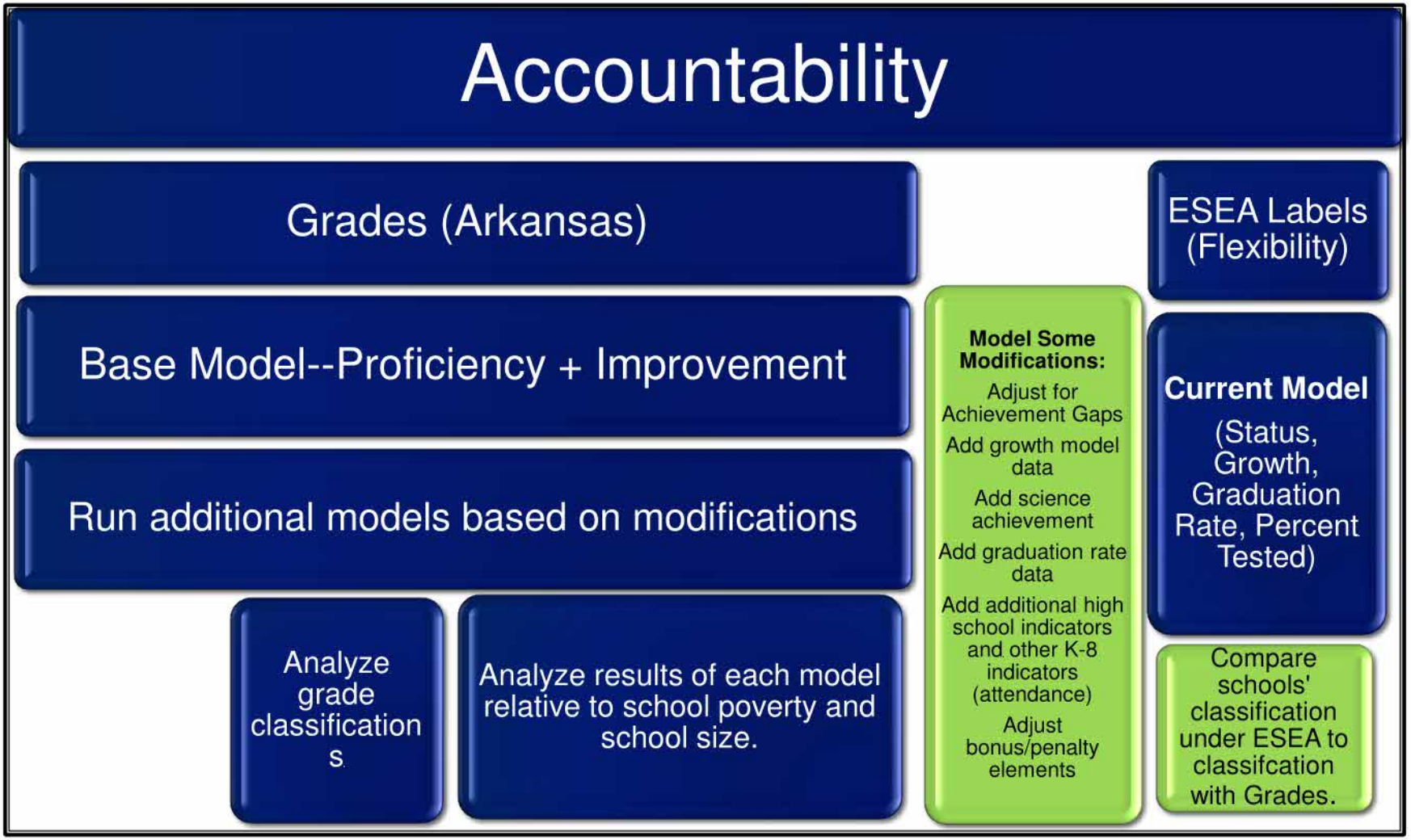
Denise's notes to self during this discussion are summarized below.

- Guidance from USDE and research organizations may provide information to help determine useful and appropriate indicators. Lori Lamb has indicated in previous meetings she is compiling potentially appropriate indicators from research-based materials.
- The research and guidance documents may provide help to establish values that represent reasonable expectations for students in ALEs.
- Jonesboro may have used data to determine whether a separate LEA number would make a difference for their regular high school accountability; however, how many superintendents would actually take the time to ascertain that it does or doesn't make a difference? Will there be a certain amount of movement toward separate LEA numbers because of the perception that it will make a difference?

MODELING SCHOOL LETTER GRADING FOR SCHOOL ACCOUNTABILITY

Jeffery Dean and Denise Airola
Office of Innovation for Education
January 22, 2014

What framework guided the modeling?



Base Models Run

Model 1 = Proficiency + Improvement

Model 2 = Proficiency + Growth to Standard

Model 3 = Proficiency (Including Science) + Improvement

Model 4 = Proficiency + Improvement+ Growth-to-Standard

Model 5 = Proficiency + Student Growth Percentile (SGP)

Model 6 = Proficiency + Improvement+ SGP

Model 7 = Proficiency + Improvement + Adequate SGP

Model 8 = Weighted Proficiency

All models were also run with an adjustment for achievement gaps

Where We Started

Each of the models included base components and options in different combinations.

Base Components

- Performance—percent of nonmobile students proficient in math and literacy.
- Improvement—have schools met targets for All Students and TAGG
- Growth
  - Growth-to-Standard
  - SGP as relative growth measure
  - SGP as adequate growth measure
- Achievement gap adjustments
- Graduation Rates

Options Included

- Adding Science performance—percent of nonmobile students proficient
- Weighted Proficiency—more points for students in higher performance levels
  - BEL= 0
  - BAS= 0.25
  - PRO= 1.0
  - ADV = 1.25

FEEDBACK FROM STAKEHOLDER GROUPS

Superintendents' Advisory Group

ADE Directors

Policy Advisory Group

Superintendents' Group

- Partial credit for almost meeting targets—'or' versus 'and'*
- Growth as positive rather than penalty— 'or' versus 'and'**
  - Factoring in student growth reduces negative contribution of percent poverty to school grade.
- Important consideration—What does the grade communicate to the public? How easy will it be to explain to parents/community?
- Concerned about two different systems—Grades and ESEA status labels. What will business community say? What will this communicate to parents/community?
- Grade configuration concerns expressed in terms of math EOCs—junior highs that have most of high math performers—are their high schools disadvantaged in system?
- Concerned about state capacity if too many F schools.

What We Heard

ADE Leaders

- Weighted performance rather than proficiency—more sensitive and rewards schools for student movement among performance levels.
- Need to be sensitive to correlation with poverty.
- SGP would be more aligned with TESS-but does not account for growth relative to standards.
- Less is more—need least complicated system that is simple to understand.
  - Model 1 already has growth included in Improvement, why add another growth component?
  - If a school meets growth targets, they are Achieving—why not use same option in Improvement for meeting targets?
- Will need to be mindful of transition in testing systems
  - New AMOs will be set after first year of PARCC
  - Growth may be measured differently under PARCC

ADE Leaders (continued)

- Does the school's grade communicate what is intended about the school?
- ALEs? How do they fit, or do they fit in this grading scheme?
- What about support for D and F schools?
  - How will this work with ESEA Flexibility labels?
    - Where do Focus Schools fit since they are all over the distribution of grades?
  - What are requirements for technical assistance or intervention for schools labeled D or F?

Policy Group

- Weighted performance rather than proficiency—more sensitive and rewards schools for student movement among performance levels.
- Need to be sensitive to relationship with poverty and school size.
- Less is more—need least complicated system that is simple to understand.
  - Communicating to parents and community about a their school is intended outcome! Balance this with fairness in determining grades.
  - Use growth the way it is in ESEA Flexibility—credit for meeting targets in improvement through growth or proficiency rate.

Policy Group (continued)

- Does the school's grade communicate what is intended about the school? Uniform grading scale applied to Model 9 provides an acceptable distribution.
- ALEs? How do they fit, or do they fit in this grading scheme? It wouldn't be appropriate to have 255 ALEs with separate LEA numbers. How do you grade ALEs appropriately without incentivizing districts to establish separate LEA #s for ALEs.

MODEL 9 WALK-THROUGH

Handouts:

Model 9 Details

Reflections for Model 9 A – F Grading

Weighted Performance

- Models 1-7Used Percent Proficient
  - In percent proficient calculations schools earn a “0” for a student whether he/she scores Below Basic or Basic, and a “1” whether the student scores Proficient or Advanced.
- Weighted Performance (Introduced in Model 8)
  - A school earns partial credit (0.25) for students scoring Basic, full credit for a student scoring Proficient (1.0), and bonus credit for students scoring Advanced (1.25).

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	***0.25***	1	***1.25***

Improvement with ESEA Options

- Based on meeting school-level improvement targets.
- Number of targets based on:
  - Whether a school has a graduation rate or not,
  - Whether a school meets minimum N of 25 students on each possible target (if not, target is excluded from improvement grade)
  - If the All Students group for math or literacy is below 25, then three-year composite is used.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Improvement with ESEA Options

- A school's score for improvement ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Improvement with ESEA Options

- How can a school meet its targets?

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	211	333	63.36	62.26	91.00	206	303	67.99	64.53	93.00
Targeted Achievement Gap Group	196	318	61.64	60.88	91.00	192	289	66.44	63.54	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	603	993	60.73	62.26	91.00	590	915	64.48	64.53	93.00
Targeted Achievement Gap Group	563	949	59.33	60.88	91.00	555	877	63.28	63.54	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	27	42	64.29	63.45		25	35	71.43	66.98	
Hispanic	111	179	62.01	59.98		112	172	65.12	64.54	
White	50	78	64.10	64.68		49	69	71.01	62.85	
Economically Disadvantaged	196	315	62.22	60.88		192	287	66.90	63.54	
English Language Learners	81	148	54.73	54.48		83	142	58.45	59.73	
Students with Disabilities	6	51	11.76	28.86		7	43	16.28	31.25	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	401	569	70.47	68.32	92.00	190	303	62.71	63.43	81.00
Targeted Achievement Gap Group	377	540	69.81	66.98	92.00	178	289	61.59	62.68	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1128	1658	68.03	68.32	92.00	572	916	62.45	63.43	81.00
Targeted Achievement Gap Group	1048	1567	66.88	66.98	92.00	540	878	61.50	62.68	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	47	77	61.04	60.23		18	35	51.43	51.26	
Hispanic	212	293	72.35	66.00		110	172	63.95	60.40	
White	96	141	68.09	73.78		43	69	62.32	69.88	
Economically Disadvantaged	374	535	69.91	66.80		178	287	62.02	62.68	
English Language Learners	143	221	64.71	61.98		83	142	58.45	56.94	
Students with Disabilities	21	77	27.27	34.43		8	43	18.60	33.33	

Improvement with ESEA Options

Example: Literacy – All (any 1 of 4 boxes)

STUDENT PERFORMANCE -- LITERACY									
LITERACY STATUS:	ACHIEVING								
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	211	333	63.36	62.26	91.00	[illegible]	303	67.99	64.53	93.00
Targeted Achievement Gap Group	196	318	[illegible]	60.88	91.00	192	289	66.44	63.54	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	603	993	60.73	62.26	91.00	590	915	64.48	64.53	93.00
Targeted Achievement Gap Group	563	949	[illegible]	60.88	91.00	555	877	[illegible]	63.54	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	27	42	64.29	63.45		25	35	71.43	66.98	
Hispanic	111	179	62.01	59.98		112	172	65.12	64.54	
White	50	78	64.10	64.68		49	69	71.01	62.85	
Economically Disadvantaged	196	315	62.22	60.88		192	287	66.90	63.54	
English Language Learners	81	148	54.73	54.48		83	142	58.45	59.73	
Students with Disabilities	6	51	11.76	28.86		7	43	16.28	31.25	

STUDENT PERFORMANCE -- MATHEMATICS									
MATHEMATICS STATUS:	ACHIEVING								
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	401	569	70.47	68.32	92.00	190	303	62.71	63.43	81.00
Targeted Achievement Gap Group	377	540	69.81	66.98	92.00	178	289	61.59	62.68	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1128	1658	68.03	68.32	92.00	572	916	62.45	63.43	81.00
Targeted Achievement Gap Group	1048	1567	66.88	66.98	92.00	540	878	61.50	62.68	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	47	77	61.04	60.23		18	35	51.43	51.26	
Hispanic	212	293	72.35	66.00		110	172	63.95	60.40	
White	96	141	68.09	73.78		43	69	62.32	69.88	
Economically Disadvantaged	374	535	69.91	66.80		178	287	62.02	62.68	
English Language Learners	143	221	64.71	61.98		83	142	58.45	56.94	
Students with Disabilities	21	77	27.27	34.43		8	43	18.60	33.33	

Improvement with ESEA Options

Example: Math – All (any 1 of 4 boxes)

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	211	333	63.36	62.26	91.00	206	303	67.99	64.53	93.00
Targeted Achievement Gap Group	196	318	61.64	60.88	91.00	192	289	66.44	63.54	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	603	993	60.73	62.26	91.00	590	915	64.48	64.53	93.00
Targeted Achievement Gap Group	563	949	59.33	60.88	91.00	555	877	63.28	63.54	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	27	42	64.29	63.45		25	35	71.43	66.98	
Hispanic	111	179	62.01	59.98		112	172	65.12	64.54	
White	50	78	64.10	64.68		49	69	71.01	62.85	
Economically Disadvantaged	196	315	62.22	60.88		192	287	66.90	63.54	
English Language Learners	81	148	54.73	54.48		83	142	58.45	59.73	
Students with Disabilities	6	51	11.76	28.86		7	43	16.28	31.25	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	401	569	70.47	68.32	92.00	190	303	62.71	63.43	81.00
Targeted Achievement Gap Group	377	540	69.81	66.98	92.00	178	284	62.68	62.68	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1128	1658	68.03	68.32	92.00	572	916	62.45	63.43	81.00
Targeted Achievement Gap Group	1048	1567	66.88	66.98	92.00	540	878	61.50	62.68	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	47	77	61.04	60.23		18	35	51.43	51.26	
Hispanic	212	293	72.35	66.00		110	172	63.95	60.40	
White	96	141	68.09	73.78		43	69	62.32	69.88	
Economically Disadvantaged	374	535	69.91	66.80		178	287	62.02	62.68	
English Language Learners	143	221	64.71	61.98		83	142	58.45	56.94	
Students with Disabilities	21	77	27.27	34.43		8	43	18.60	33.33	

Improvement with ESEA Options

Example: High School Graduation Rate – All Students

2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	65	75	86.67	78.76	94.00
Targeted Achievement Gap Group	63	73	86.30	79.59	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	141	181	77.90	78.76	94.00
Targeted Achievement Gap Group	138	174	79.31	79.59	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	46	52	88.46	82.84	
Hispanic					
White	18	22	81.82	66.67	
Economically Disadvantaged	63	73	86.30	79.59	
English Language Learners					
Students with Disabilities				58.33	

Improvement with ESEA Options

Example: High School Graduation Rate – TAGG Students

2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	65	75	86.67	78.76	94.00
Targeted Achievement Gap Group	63	73	86.30	79.59	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	141	181	[illegible]	78.76	94.00
Targeted Achievement Gap Group	138	174	79.31	79.59	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	46	52	88.46	82.84	
Hispanic					
White	18	22	81.82	66.67	
Economically Disadvantaged	63	73	86.30	79.59	
English Language Learners					
Students with Disabilities				58.33	

Graduation Rate

For schools with graduation rates, the All Students four-year adjusted cohort graduation rate is added to the overall school score if a school has at least 25 expected graduates.

Adjustments for Gaps

- Weighted Performance and Graduation Rate are adjusted for size of a school's proficiency and/or graduation rate gap between TAGG and non-TAGG subgroups within each school.
  - Achievement gap—percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy.
  - Graduation rate gap—percentage point difference between TAGG and non-TAGG graduation rates.
- A school's gap adjustment is calculated by ranking schools' gaps from largest (worst) to smallest (least bad). This ranking is broken into five bands with equal numbers of schools.

Gap Adjustment (continued)

- Schools earn a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no points if the gap is average.
- Schools with fewer than 25 non-TAGG students given a zero for Gap Adjustment.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	24% or greater	20-23%	16-19%	12-15%	Less than 12%
Graduation Gap Range	16% or greater	10-15%	7-9%	2-6%	Less than 2%

Overall School Score

- Apply gap adjustment to Weighted Performance and/or Graduation Rate
- Sum over all the components as indicated below.
- Schools without graduation rates receive multiplier to put' overall scores on a scale of 300 possible points.

For schools with graduation rate Overall Score

$$= (\boldsymbol{Weighted\ Perf.} + \boldsymbol{Gap\ Adj.}) + (\boldsymbol{Improvement}) + (\boldsymbol{Grad\ Rate} + \boldsymbol{Gap\ Adj.})$$

For schools without graduation rate Overall Score

$$= (\mathbf{1.5})(\boldsymbol{Weighted\ Perf.} + \boldsymbol{Gap\ Adj.}) + (\mathbf{1.5})(\boldsymbol{Improvement})$$

Model 9 Post Analyses

Correlations of Components with Poverty and School Size

	FRL Rate	Enrollment (Log)
Proficiency	-0.43	0.15
Weighted Performance	-0.45	0.14
Graduation Rate	-0.17	-0.03
Improvement – Older Model	-0.08	0.02
Improvement – ESEA Options	-0.11	-0.06
Growth to Standard	-0.49	0.22
SGP	-0.25	0.10
Adequate Growth	-0.60	0.23

Correlations of Models with Poverty and School Size

	FRL Rate	Enrollment (Log)
Model 1 (Imp)	-0.37	-0.05
Model 2 (GTS)	-0.55	0.18
Model 3 (GTS + Science)	-0.37	0.05
Model 4 (Imp + GTS + Science)	-0.50	0.16
Model 5 (SGP)	-0.44	0.13
Model 6 (Imp + SGP)	-0.38	0.07
Model 7 (Imp + AGT)	-0.47	0.09
Model 8 (Wtd. Perf. + Imp + AGT)	-0.38	-0.01
Model 9 (Wtd. Perf + Imp w ESEA Options)	**-0.36**	**0.07**
Model 10 (Wtd. Perf +Imp w ESEA Options + SGP)	-0.38	0.09

FEEDBACK ON MODEL 9

What comments/questions, advantages and/or concerns do you have about Model 9?

Model 9 if uniform grading sc

Model 9 (Weighted Performance + ESEA Options) Adjusted Relationship to ESEA Flexibility Status (if uniform grading scale is applied)

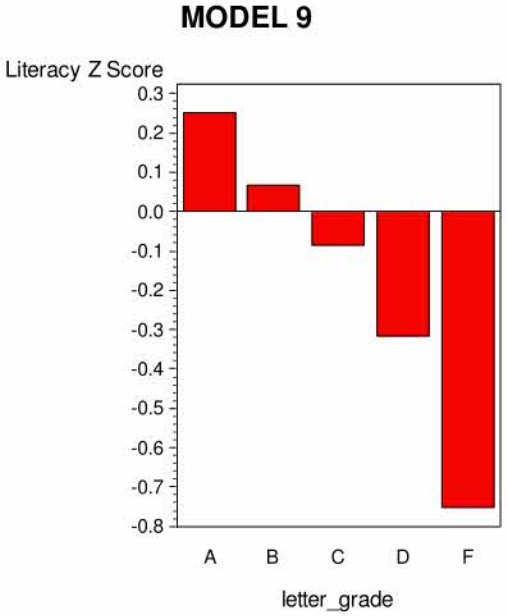
ESEA Flexibility Status	Model 9 Uniform Grades					
	A	B	C	D	F	Total
ACHIEVING	118	16	1	1	0	136
	86.76	11.76	0.74	0.74	0.00	100.00
FOCUS	9	20	27	30	4	90
	10.00	22.22	30.00	33.33	4.44	100.00
NEEDS IMPROVEMENT	135	336	225	73	14	783
	17.24	42.91	28.74	9.32	1.79	100.00
PRIORITY	0	3	12	12	14	41
	0.00	7.32	29.27	29.27	34.15	100.00
Total	262	375	265	116	32	1,050
	24.95	35.71	25.24	11.05	3.05	100.00

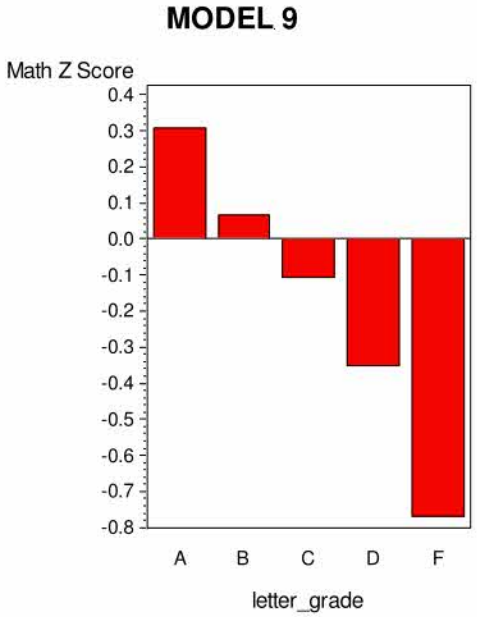
FEEDBACK AND DISCUSSION

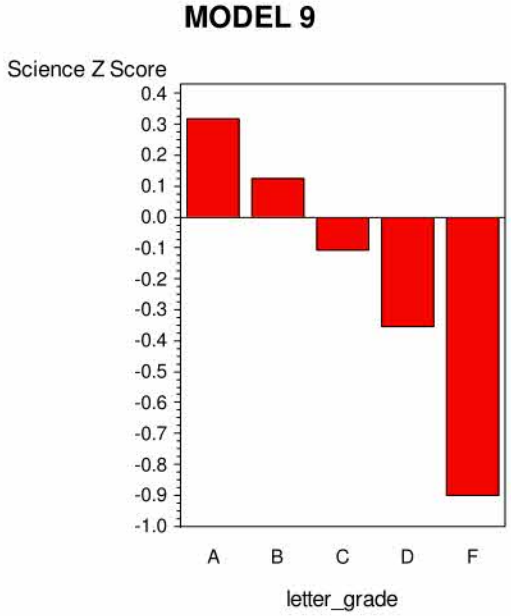
What else needs to be considered if Model 9 is used as the basis for scores that are converted into school grades?

Model 9 Post Analyses

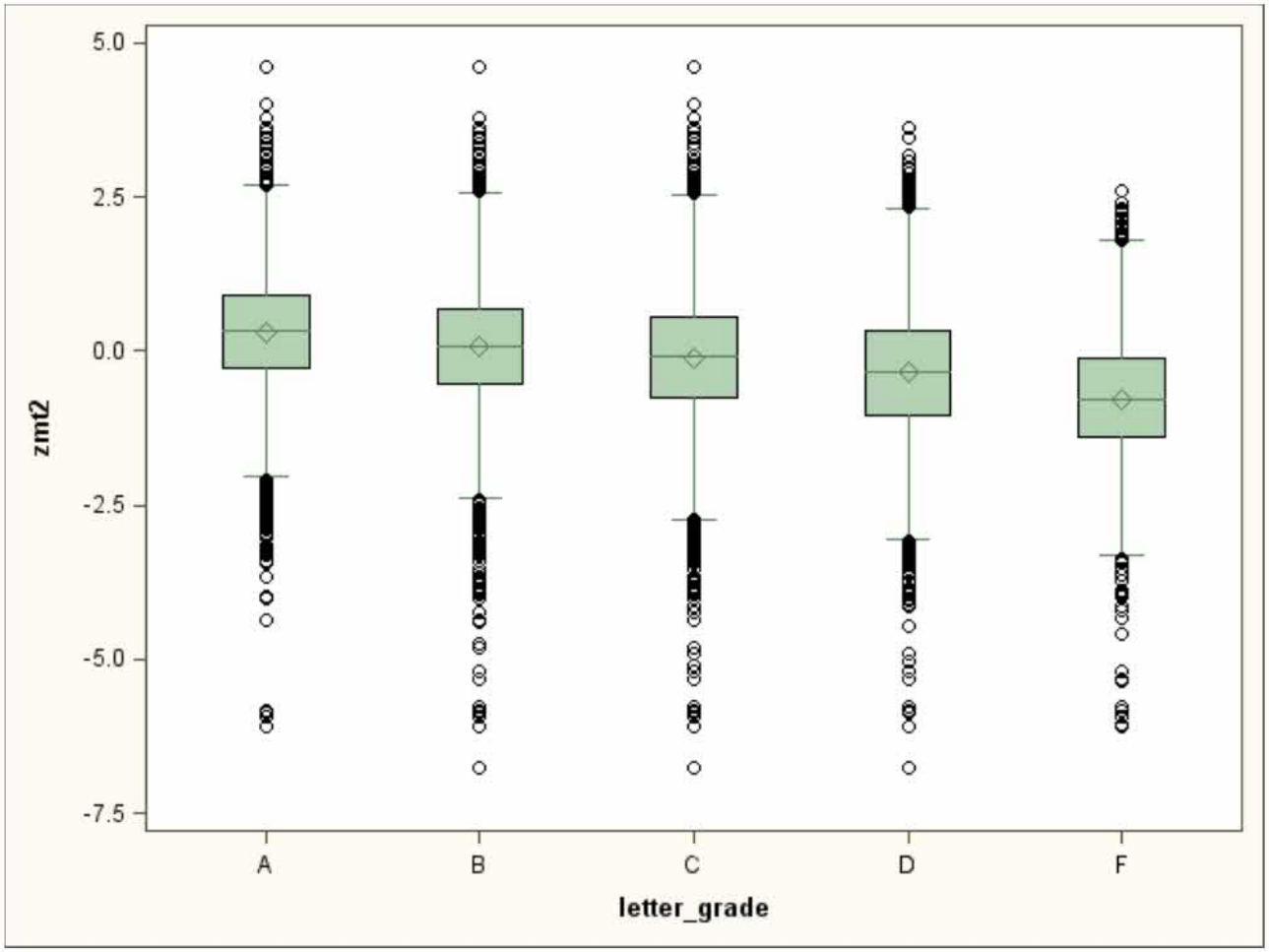
Do the grades make sense when you look at the performance distributions for each grade?



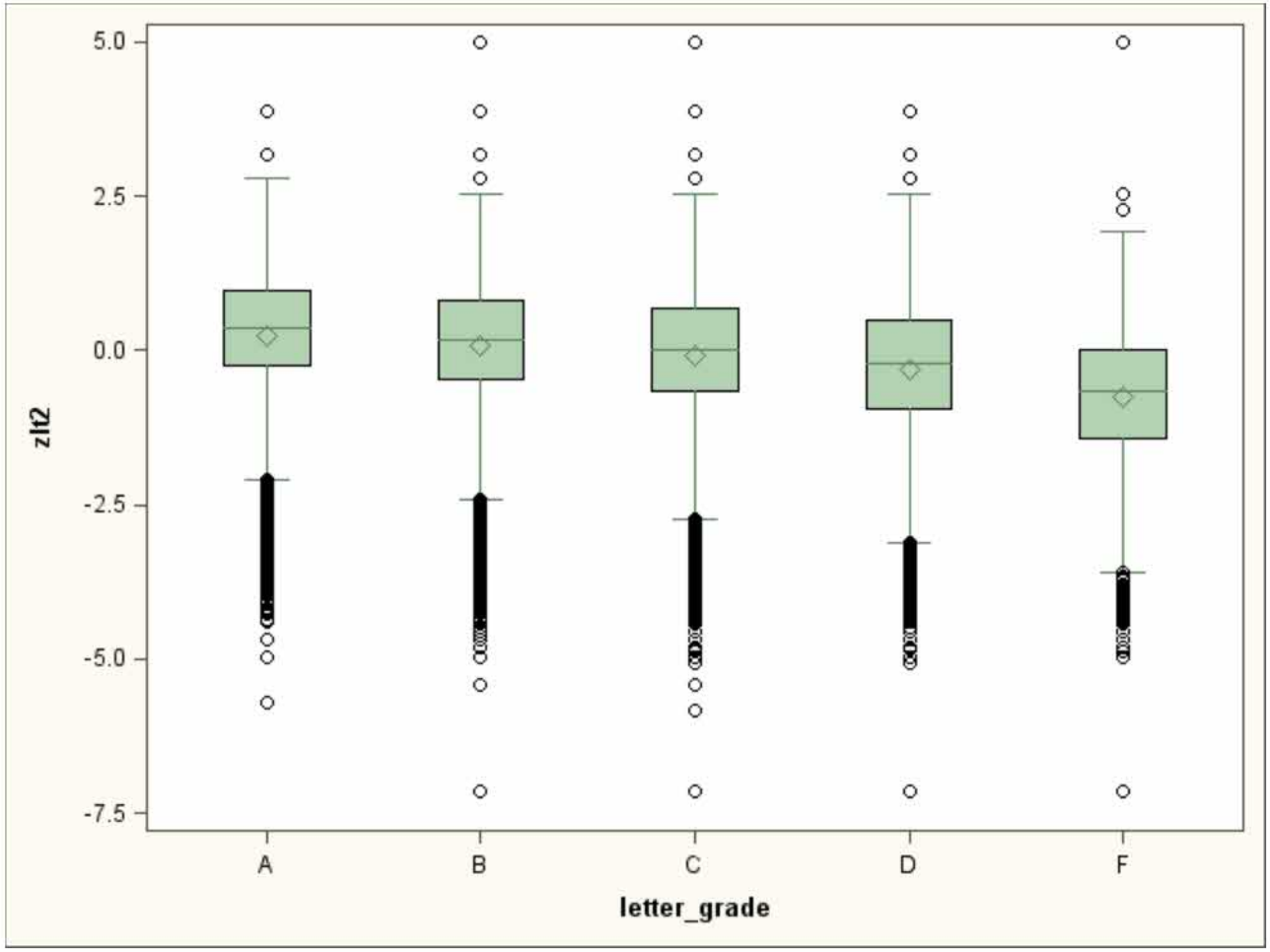
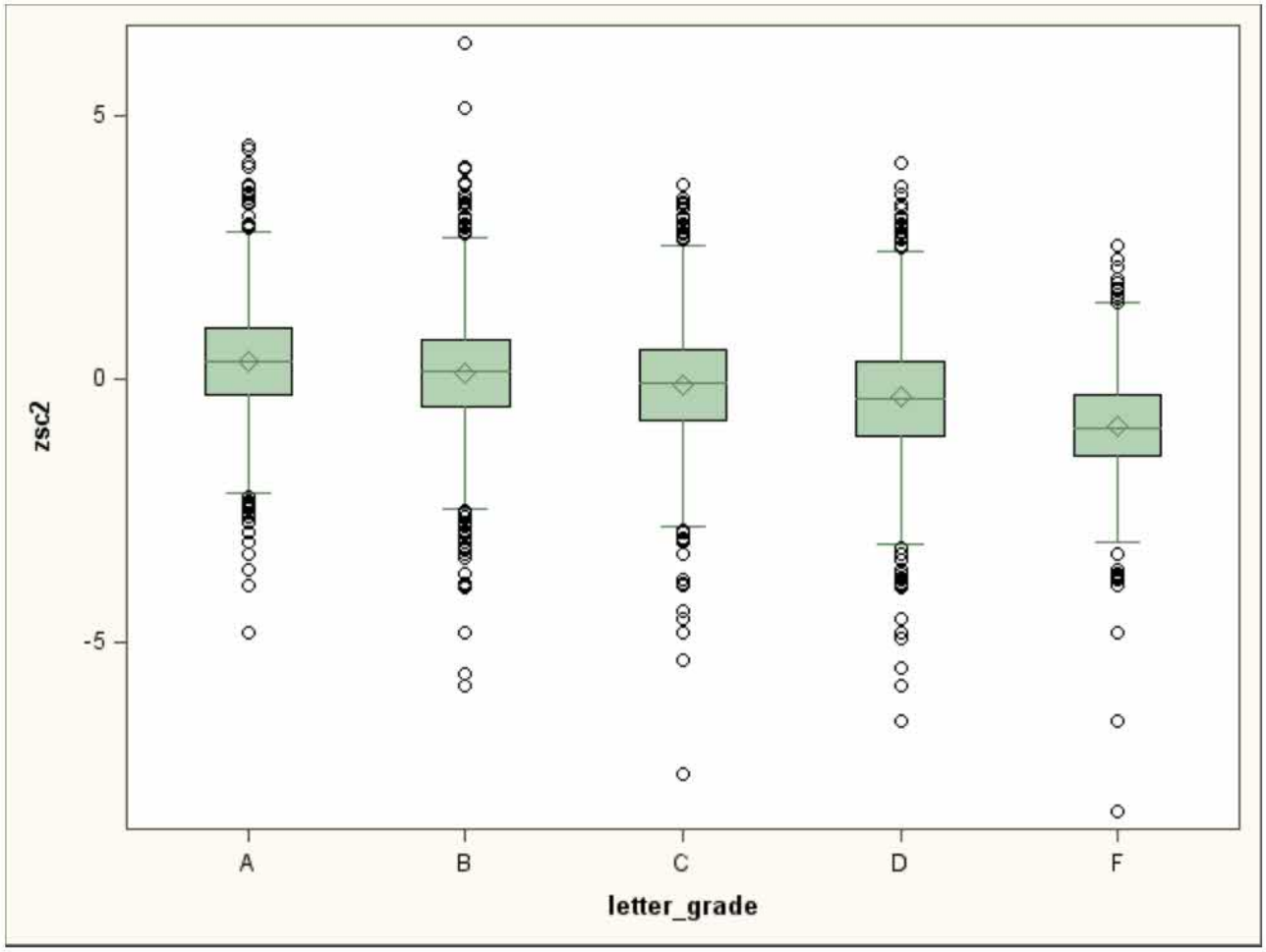




Student Math Performance by Letter Grade



Student Literacy Performance by Letter Grade



Student Science Performance by Letter Grade