

# 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](mailto: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.

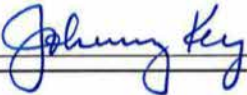
CONTENTS		PAGE
Cover Sheet for ESEA Flexibility Request		3
Waivers		4
Assurances		7
Consultation		10
Evaluation		12
Overview of SEA’s Request for the ESEA Flexibility		13
<b>Principle 1: College- and Career-Ready Expectations for All Students</b>		
1.A	Adopt college- and career-ready standards	34
1.B	Transition to college- and career-ready standards	34
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	55
<b>Principle 2: State-Developed Differentiated Recognition, Accountability, and Support</b>		
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
<b>Principle 3: Supporting Effective Instruction and Leadership</b>		
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.

<b>LABEL</b>	<b>LIST OF ATTACHMENTS</b>	<b>PAGE</b>
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: 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: 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

