



# **State of Arkansas – Amended 4-14-10**

## **Application for Funding for Phase II of the Education Fund under the State Fiscal Stabilization Fund Program**

*CFDA Number: 84.394*



**U.S. Department of Education**

**Washington, D.C. 20202**

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### **Paperwork Burden Statement**

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. The valid OMB control number for this information collection is 1810-0695. The time required to complete this information collection is estimated to average between 4,990 and 5,577 hours per applicant, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

**NOTE: OMB Control Number forthcoming.**

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## **APPLICATION FOR FUNDING FOR PHASE II OF THE EDUCATION FUND UNDER THE STATE FISCAL STABILIZATION PROGRAM**

### **Purpose of Program**

The State Fiscal Stabilization Fund (SFSF or Stabilization) program provides approximately \$48.6 billion in formula grants to States to help stabilize State and local budgets in order to minimize and avoid reductions in education and other essential services, in exchange for a State's commitment to advance essential education reform in key areas. Almost \$36.8 billion have already been awarded during SFSF Phase I. Approximately \$11.5 billion will be awarded under SFSF Phase II (through this application).

### **Program and Application Background**

Section 14005(d) of Division A of the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State receiving funds under the Stabilization program to provide assurances in four key areas of education reform: (a) achieving equity in teacher distribution, (b) improving collection and use of data, (c) standards and assessments, and (d) supporting struggling schools. For each area of reform, the ARRA prescribes specific action(s) that the State must assure that it will implement. In addition, section 14005(a) of the ARRA requires a State that receives funds under the Stabilization program to submit an application to the U.S. Department of Education (the Department) containing such information as the Secretary may reasonably require.

As part of its application for Phase II funding under the Stabilization program, a State must demonstrate its ability to meet specific data and information requirements (the assurance indicators and descriptors) with respect to the statutory assurances. In addition, in cases where a State is not currently able to meet the specific data and information requirements, a State must submit a State plan to describe how it will respond to the requirements of each assurance indicator and descriptor. Together, these two sets of requirements aim to provide transparency on the extent to which a State is implementing the actions for which it has provided assurances.

Increased access to and focus on this information will better enable States and other stakeholders to identify strengths and weaknesses in education systems and determine where concentrated reform effort is warranted. The Department will also use the data and information that States collect and report in assessing whether a State is qualified to participate in and receive funds under other reform-oriented programs administered by the Department.

An assurance indicator or descriptor may relate to data or other information that States currently collect and report to the Department, or to data or other information for which the Department is itself the source. In those cases, there are no new data or information collection requirements for a State; rather, the Department will provide the State with the relevant data or other information that the State will be required to confirm and make publicly available. In the other cases, requirements constitute new data or information collection and/or public reporting responsibilities for the State, to the extent the State does not currently collect and publicly report such data or information for other purposes.

The Department recognizes that requests for data and information should reflect an integrated and coordinated approach among the various programs supported with ARRA funds, particularly the SFSF, Race to the Top, School Improvement, and Statewide Longitudinal Data Systems grant programs. Accordingly, the Department has taken into consideration the context of those other programs in developing the requirements for SFSF Phase II.

## **Background Information on Assurances**

### *Achieving Equity in Teacher Distribution*

Regarding education reform area (a), achieving equity in teacher distribution, section 14005(d)(2) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311), in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. A State must collect and publicly report data and other information on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers; on steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers; on how teacher and principal performance is evaluated and how the results of those evaluations are used for decisions regarding compensation, promotion, retention, and removal; and on the distribution of performance evaluation ratings or levels among teachers and principals.

### *Improving Collection and Use of Data*

Regarding education reform area (b), improving collection and use of data, section 14005(d)(3) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will establish a statewide longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is meeting that requirement, the State must provide information on the elements of its statewide longitudinal data system and on whether the State provides teachers with: (1) data on student growth in a manner that is timely and informs instructional programs, and (2) reports of teacher impact on student achievement.

### *Standards and Assessments*

Regarding education reform area (c), standards and assessments, section 14005(d)(4) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will: (A) enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a); (B) comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311) and section 612(a)(16) of the Individuals with Disabilities Education Act (20 U.S.C. 1412) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and

reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; and (C) take steps to improve State academic content standards and student academic achievement standards for secondary schools consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is taking these actions, the State must collect and publicly report data and other information regarding State assessment systems, including the assessment of students with disabilities and limited English proficient students, the public reporting of State National Assessment of Educational Progress (NAEP) data, and data on the number of students who graduate from high school, enroll in an Institute of Higher Education (IHE) (whether public or private, in-state or out-of-state), and complete at least one year of coursework (towards a degree) within two years of enrollment in a public in-state IHE.

As States prepare to significantly improve the rigor and effectiveness of their standards and assessment systems, this information will, in general, provide stakeholders with vital transparency on the current status of those systems and on the efforts to improve them that are currently underway.

### *Supporting Struggling Schools*

Regarding education reform area (d), supporting struggling schools, section 14005(d)(5) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA (20 U.S.C. 6316) with respect to Title I schools identified for corrective action and restructuring. In order to provide indicators of the extent to which a State is implementing the statutory assurance, the State must provide data on the extent to which dramatic reforms to improve student academic achievement are implemented in Title I schools in improvement under section 1116(b)(1)(A) of the ESEA, in corrective action, or in restructuring and secondary schools that are Title I eligible, but not receiving funds. Additionally, a State must provide data on the operation and performance of its charter schools.

### **Requirements for Phase I Funding**

Earlier this year, States applied to receive their initial allocation under the State Fiscal Stabilization Fund (Stabilization) program. States with approved applications were awarded at least 67 percent of their Education Fund allocation and all of their Government Services Fund Allocation. Governors submitted assurances that their State would commit to advancing education reform in the four assurance areas, and confirmed baseline data for purposes of demonstrating the State's current status in each of the four education reform areas for which the State provided assurances, or submitted alternative baseline data. In addition, to receive SFSF Phase I funds, States provided maintenance of effort (MOE) information (see Part 2 of this application for more information), including an assurance that the State would comply with the Stabilization program MOE requirements (or, if applicable, an assurance that the State met or would meet the eligibility criterion for a waiver of those requirements), as well as MOE baseline data.<sup>1</sup> States were also required to describe how they intended to use the funds allocated under (1) the Education Stabilization Fund and (2) the Government Services Fund, in addition to submitting accountability, transparency and reporting assurances.

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<sup>1</sup> Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

## **About the Application for Phase II Funding**

States requesting the remainder of their State Fiscal Stabilization Fund monies—in most cases, the remaining 33 percent of the Education Fund allocation<sup>2</sup>—must complete and submit the application contained in this packet in its entirety. To receive funding, applications will need to meet standards of both completeness and quality. The Department will employ a two-tier review process to evaluate State applications. The first review will verify that a State submitted a complete Phase II application. The second review will judge the application against the approval criteria identified in the NFR to assess the quality of the plan.

The Department is taking steps to ensure that the process for awarding SFSF Phase II funds is transparent. Immediately upon the Department's receipt of a State application, the application will be made available for public viewing on the Department's web site at <http://www.ed.gov/programs/statestabilization/index.html>. The final approved version of a state application will also be posted on the Department's web site in addition to any revisions subsequent to an approved application. In addition to facilitating transparency, the Department's public sharing of applications will allow members of the public to learn about the availability of data and information related to the four assurance areas in each state. Also, such a level of transparency provides an additional layer of accountability for States.

## **Data Collection**

This application asks States to answer questions about 37 separate items: indicators (of which there are 34) and descriptors (of which there are three). The Department is, as a general rule, *not asking States to submit the actual data* that respond to these indicators and descriptors; rather, the Department wants to know how States will respond to the requirements of the indicators and descriptors and make the data and information accessible to the public. Specifically, for assurances (a), (c), and (d) (with the exception of, in some cases, indicators (c)(11) and (c)(12)), the application requests a response as to whether or not States are collecting and publicly reporting the data or information via a State website for each indicator and descriptor. If the State is not currently collecting and/or publicly reporting the data for a particular indicator or descriptor, the Department also is requesting the State's plan for doing so as soon as possible, but no later than September 30, 2011. In the case of indicators (c)(11) and (c)(12), if a State will develop, but not implement, the capacity to collect and publicly report the data, the State plan need only address the development of capacity, and not implementation and public reporting for the relevant indicator (s). For indicators (b)(1) and (b)(2), a State must specify whether or not the State collects the information, and if not, what its plans and timelines are for developing and implementing the capacity to do so as soon as possible, but no later than September 30, 2011. For indicator (b)(3), a State must specify whether or not the State collects the information, and, if not, what its plan and timeline are for developing and implementing the capacity to implement this requirement.

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<sup>2</sup> If a State's FY 2009 shortfall exceeded 67 percent of the Education Fund allocation, they could request an amount equal to the needed restoration amount, up to 90 percent of the State's total Education Fund allocation.

## **Public Reporting on a State Website**

For the purposes of this program, indicator and descriptor data are largely intended for public use, rather than for Federal reporting. Individual States and communities have the greatest power to hold their schools accountable for the reforms that are in the best interest of their students. Rather than the Department collecting and warehousing this information, it is the intention that State Education Agencies (SEAs) and Local Education Agencies (LEAs) will make the information available to the public in a manner that is useful for stakeholders to understand key information about education in each state and community.

As such, the Department believes that the most effective and expeditious way for States to share information with the public is via the internet. For the purposes of this program, *publicly report* means that the data or information required for an indicator or descriptor are made available to anyone with access to an Internet connection without having to submit a request to the entity that maintains the data and information in order to access that data and information. Therefore, States are required to maintain a public website that provides the data and information that are responsive to the indicator and descriptor requirements. If a State does not currently provide the required data or information, it must provide on this website its plan with respect to the indicator or descriptor and its reports on its progress in implementing that plan.

The URLs (i.e., website addresses) where the data and information are available should be provided where requested in Part 3A of the application. URLs should link to the actual page where the data are available, rather than the main page of the website. Websites where the required data and information are available should show the last date on which the data and information were updated. For example, the URL should not link to the main page for an SEA or Governor's office. For further information on public reporting and website submission, please refer to SFSF Phase II guidance.

## **Preparing the Application**

The Department strongly recommends that States involve parents, educators, content experts, policy makers, technical advisors, teachers' union(s), business, community, and civil rights leaders, and other community stakeholders when preparing the application. While such involvement is not a requirement for approval of State applications, the Department believes that stakeholder input and expertise will help States develop stronger applications and more successful implementation strategies.

## APPLICATION INSTRUCTIONS

### GENERAL INSTRUCTIONS

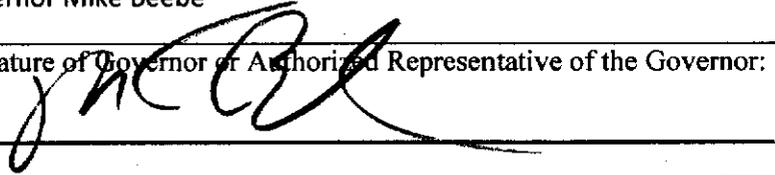
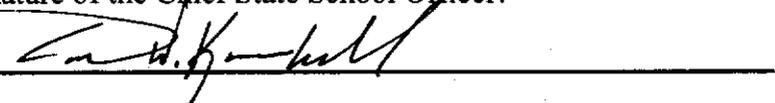
To receive the remaining portion of a State's allocation under Education Fund of the Stabilization program, a Governor must submit to the Department an application that provides the following information:

- A completed application cover sheet that includes the signature of the Governor or authorized representative (*Part 1 of the Application*).
- A complete updated and/or reaffirmation of Maintenance-of-Effort (MOE) data (*Part 2A of the Application*).
- An attestation that the State has met all MOE requirements for FY 2009 that includes the signature of the Governor or authorized representative, or acknowledgement of inability to meet MOE requirements (*Part 2B of the Application*).
- The State's status with regard to collection, public reporting and other information related to the indicators and descriptors in the following education reform assurance areas:
  - (a) achieving equity in teacher distribution;
  - (b) improving collection and use of data;
  - (c) standards and assessments; and
  - (d) supporting struggling schools (*Part 3A of the Application*).
- A completed State plan that describes how the applicant will collect and publicly report the data and information related to the assurance indicators and descriptors (*Part 3B of the Application*).
- Complete responses to the questions in the General Requirements section (*Part 3C of the Application*).

**STATE FISCAL STABILIZATION FUND PHASE II APPLICATION**

**PART 1: APPLICATION COVER SHEET**

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Office of Governor Mike Beebe	Applicant's Mailing Address: Office of Governor Mike Beebe State Capitol, Suite 238 Little Rock, AR 72201
State Contact for the Education Stabilization Fund Name: Christopher A. Masingill Position and Office: Director of Intergovernmental and External Affairs, Office of Governor Mike Beebe Contact's Mailing Address: State Capitol, Suite 238 Little Rock, AR 72201 Telephone: 501-683-4355 Fax: 501-682-1736 E-mail address: Chris.Masingill@governor.arkansas.gov	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Governor Mike Beebe	Telephone: 501-683-6424
Signature of Governor or Authorized Representative of the Governor: X 	Date: 4/14/10
Recommended Statement of Support from the Chief State School Officer (Optional): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): Tom W. Kimbrell, Ed.D.	Telephone: 501-682-4201
Signature of the Chief State School Officer: X 	Date: 4/14/10

## **PART 2: MAINTENANCE-OF-EFFORT INFORMATION**

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.<sup>3</sup>
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

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<sup>3</sup> Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

## PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

### SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

**1. Levels of State support for elementary and secondary education** (*the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis*): (UPDATED 4-14-10)

**FY 2006\***      **\$2,063,479,070**

**FY 2009**      **\$2,136,908,123**

**FY 2010\*\***    **\$2,106,268,492**

**FY 2011\*\***    **\$2,177,284,628**

\* FY2006 funding reflects a decrease of \$391,726 due to the availability of more-accurate budget data.

\*\*FY2010 and FY2011 Funding levels reflect the most-accurate information to date.

**2. Levels of State support for public institutions of higher education** (*enter amounts for each year*): (UPDATED 4-14-10)

**FY 2006**      **\$683,776,409**

**FY 2009**      **\$797,345,973**

**FY 2010\***    **\$782,964,208**

**FY 2011\***    **\$808,776,207**

(\* Provide data to the extent that data are currently available.)

**3. Additional Submission Requirements:** In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -  
*Please see Attachment B.*
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

*There are three sources of Unrestricted Educational and General Funding for Arkansas Institutions of Higher Education (IHE). The sources are General Revenues distributed under the Revenue Stabilization Act, the Educational Excellence Trust Fund (EETF) and the Workforce 2000 funds. The data sources for the level of State support for public (IHE) are the Arkansas Department of Finance and Administration's distributions of General Revenue funds under the Revenue Stabilization Act for each of the years. The EETF and the Workforce 2000 funding for each year are taken from the allocations published each July or August of the fiscal year.*

**PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE**

**The Governor or his/her authorized representative attests to the following:**

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name):	
Governor Mike Beebe	
Signature: 	Date: 04-14-10

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

## **PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING**

### **Requirements**

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

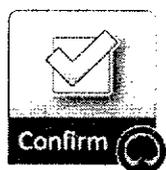
Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

## Icon Key

### Confirm Icons



### Cross-Cutting Icon



## Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

## Overview of Part 3

**Part 3A, *Indicators and Descriptors under the Assurances***, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled<sup>4</sup> MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

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<sup>4</sup> To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

**Part 3B** is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

## PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

### Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

## I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

**Indicator (a)(1)** Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).



**Please respond (Yes or No):** Are the data related to this indicator at <http://www.ed.gov/programs/statestabilization/indicator-a1.xls> correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:<sup>3</sup> [Click here to enter text.](#)

**Please respond (check only one):**

<sup>4</sup>  The State makes the data *publicly available* and updates the data *annually* on a website. Provide the State website where the data are provided by the State to the public:<sup>5</sup> <http://www.arkansased.org/testing/performance/read.html>

- This following link takes you to the state data regarding percentage HQT teachers who teach core academic courses. After April 16, 2010, please click on the "State Teacher Quality" tab to see the breakdown by numerator and denominator.

✓ <http://normessasweb.uark.edu/schoolperformance/State/State.php>

- This following link takes you to the HQT data by local education agency: [District HQT Data for 2008-2009](#)

<sup>6</sup>  The State makes the data *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: <sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (a)(2)** Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).



**Please respond (Yes or No):** Is the State's Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:<sup>3</sup> [http://arkansased.org/nclb/pdf/equity\\_plan\\_1008.pdf](http://arkansased.org/nclb/pdf/equity_plan_1008.pdf)

**Please respond (check only one):**

The State makes the information *publicly available* and updates the information *annually* on a website.

→ Provide the State website where the information is provided by the State to the public:<sup>5</sup>

The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>7</sup>  
[http://arkansased.org/nclb/pdf/equity\\_plan\\_1008.pdf](http://arkansased.org/nclb/pdf/equity_plan_1008.pdf)

Arkansas' equity plan is updated every other year; however, the data for each year is reflected on the updated plan. The thought behind this process is to allow LEAs the opportunity to implement the current plan and thus review longitudinal data and revise the new plan as reflected from that data. This process has been accepted by the US Department of Education and will continue. No further expenses are required other than what is currently budgeted. The Arkansas Department of Education (ADE) is responsible for this report.

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

**Descriptor (a)(1)** Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

**Please respond (check Yes or No):** Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

<sup>8</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup> [Click here to enter text.](#)

<sup>11</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>12</sup> [Click here to enter text.](#)

<sup>13</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (a)(3)**      **Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.**

**Please respond (check Yes or No):** Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (a)(4)** Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (a)(5)** Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Descriptor (a)(2)** Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

**Please respond (check Yes or No):** Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

<sup>1</sup> Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup> The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

<sup>8</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup> [Click here to enter text.](#)

<sup>11</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>12</sup> [Click here to enter text.](#)

<sup>13</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (a)(6)** Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

**Please respond (check one):** Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

<sup>1</sup> Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup> The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (a)(7)** Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

**Please respond (check one):** Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

<sup>1</sup> Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup> The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup> The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

## II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

**Indicator (b)(1)** Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.



**Instructions:** Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

**Please respond (check Yes or No):** For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

**Indicator (b)(2)**      **Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.**

**Please respond (check Yes or No):** Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

- Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”
- <http://adedata.arkansas.gov/sfsf/>
- No. Provide a plan for providing this information to teachers in Part 3B, Section III.

**Indicator (b)(3)**      **Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.**

**Please respond (check Yes or No):** Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

- Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”
- <http://adedata.arkansas.gov/sfsf/>
- No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

### III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

**Indicator (c)(1)** Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.



**Please respond (check one):** Is the status of the Department's approval, available at [:/ http /www.ed.gov/programs/statestabilization/indicator-c1.xls](http://www.ed.gov/programs/statestabilization/indicator-c1.xls) correct?

Yes, the status is correct.

→  No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: <sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public:<sup>5</sup> <http://arkansased.org/testing/index.html>.

The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(2)**      **Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.**



**Please respond (Yes or No):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

<sup>1</sup>  Yes, the status is correct.

→ <sup>2</sup>  No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: <sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public: <sup>5</sup> [Click here to enter text.](#)

→ <http://arkansased.org/testing/index.html>.

<sup>6</sup>  The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available: <sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the status information publicly available on a website.

Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(3)** Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.



**Please respond (check one):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

<sup>1</sup>  Yes, the information is correct.

<sup>2</sup>  No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: <sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available: <sup>5</sup> <http://arkansased.org/testing/index.html>

<sup>6</sup>  The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available: <sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(4)**      **Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.**

**Please respond (check one):** Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- <sup>1</sup> Yes, this has been completed within the last two years.
- <sup>2</sup> No, this has been completed, but it occurred more than two years ago.
- <sup>3</sup> No, this has never been completed.

**Please respond (check one):**

- <sup>4</sup> The State makes the information *publicly available* and keeps it *up-to-date* on a website.
  - Provide the State website where the information is collected and publicly available:<sup>5</sup>
    - <http://arkansased.org/testing/assessment.html>: Please see documents: 2010 Accommodations Study Designs and Accommodations Study Agreement Memo
- <sup>6</sup> The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
  - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
  - Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)
- <sup>8</sup> The State does not make the information publicly available on a website.
  - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(5) Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.**



**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

→ <http://normessasweb.uark.edu/schoolperformance/State/State.php>

<sup>6</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

<sup>9</sup>  Yes, the data are correct.

<sup>10</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>11</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>12</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>13</sup> [Click here to enter text.](#)

→ <http://normessasweb.uark.edu/schoolperformance/State/State.php>

<sup>14</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>15</sup> [Click here to enter text.](#)

<sup>16</sup>  The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(6)** Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

**Please respond (check one):** Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- <sup>1</sup> Yes, this was completed within the last two years.
- <sup>2</sup> No, this was completed more than two years ago.
- <sup>3</sup> No, this has never been completed.

**Please respond (check one):**

- <sup>4</sup> The State makes the information *publicly available* and keeps it *up-to-date* on a website.
  - Provide the State website where the information is collected and publicly available:<sup>5</sup>
    - <http://arkansased.org/testing/assessment.html>: Please see documents: 2010 Accommodations Study Designs and Accommodations Study Agreement Memo
- <sup>6</sup> The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
  - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
  - Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)
- <sup>8</sup> The State does not make the information publicly available on a website.
  - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(7)** Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.



**Please respond (check one):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

<sup>1</sup> Yes, the information is correct.

<sup>2</sup> No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):** Is the State's current status available on the State's website?

<sup>4</sup> The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

→ [http://arkansased.org/educators/pdf/lep/official\\_language\\_121509.pdf](http://arkansased.org/educators/pdf/lep/official_language_121509.pdf)

<sup>6</sup> The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup> The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(8)** Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.



**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

→ <http://normessasweb.uark.edu/schoolperformance/State/State.php>

<sup>6</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the

Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

<sup>9</sup>  Yes, the data are correct.

<sup>10</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>11</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>12</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>13</sup> [Click here to enter text.](#)

→ <http://normessasweb.uark.edu/schoolperformance/State/State.php>

<sup>14</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>15</sup> [Click here to enter text.](#)

<sup>16</sup>  The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(9)** Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).



**Please respond (check one):** Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

Yes, the State Report Card includes this information.

No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

**Please supply the following information:**

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public: <http://arkansased.org>

[normes.uark.edu/performance](http://normes.uark.edu/performance)

- o [School Performance](#)
- o [Advanced Compare](#)
- o [Archives](#)
- o [State Report Card](#)
- o [Alert](#)
- o [School Report Card](#)
- o [Gaps](#)
- o [District Report Card](#)

Click on the Annual Performance Report The State Report Card does include the most recent NAEP scores. This information can be located on the Arkansas Department of Education's Website listed above. To locate this information look at the state section of the Report Card for Grades Four and Eight. NAEP information is included beginning on page 13.

**Indicator (c)(10)** Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(10))?

<sup>1</sup> Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup> The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup> The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

**Indicator (c)(11)** Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(11))?

<sup>1</sup> Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup> The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup> The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup>  No, the State does not collect these data.

**If No, please respond (check one):**

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

**Indicator (c)(12)** Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(12))?

<sup>1</sup> Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup> The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup> The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup>  No, the State does not collect these data.

**If No, please respond (check one):**

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

#### IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

**Indicator (d)(1)** Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

**Please respond (check one):** Does the State collect these data?

Yes, the State collects these data.

**If Yes, please respond (check one):**

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup>

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(2)** Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

**Please respond (check one):** Does the State collect these data?

<sup>1</sup> Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup> The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup>

<sup>4</sup> The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Descriptor (d)(1)** Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



**Please respond (check Yes or No):** Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

Provide the definition here:<sup>2</sup>

**Definition of Persistently Lowest-Achieving Schools – APPROVED BY USDOE on 2/23/10**

The annual school performance data from the Arkansas assessments required under section 1111(b)(3) of the ESEA for literacy and mathematics were used to identify persistently lowest-achieving schools. Performance levels from annual assessments for 2007 through 2009 included all students completing a full academic year, as well as students completing an alternate assessment. Tier 1 schools identified as persistently lowest-achieving were determined from among 273 Title 1 participating schools that were in school improvement, corrective action, or restructuring.

1. Schools were ranked based on 2009 academic achievement for all student groups in 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 2009. 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 2009. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
  - c. An overall rank for 2009 academic achievement was obtained by summing the ranks for mathematics and literacy.
2. Schools were ranked on progress by utilizing the added ranks method for 2007, 2008, and 2009 performance.
  - a. Schools were sorted from highest to lowest for percentage of students proficient in mathematics for 2007 and 2008. Each school was assigned a rank 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 2007 and 2008. Each school was assigned a rank based on this order for each year, with 1 representing the highest ranked performance.
  - c. Overall ranks for 2007 and 2008 were obtained by summing the ranks for mathematics and literacy.
  - d. A 3 year progress ranking was obtained by summing the 2007, 2008, and 2009 rank values.
3. A final combined ranking was obtained by summing the weighted rankings for 2009 academic achievement and 3 year progress. Three year

progress was weighted 1.0 and 2009 academic achievement was weighted 0.80.

4. The schools identified as persistently lowest-achieving were the bottom 14 schools when sorted by the final combined ranking. These schools had the 14 highest values for the final combined ranking.
5. There were no Title I schools in school improvement, corrective action, or restructuring that were identified based on persistently low graduation rate, less than 60.0 over a number of years. Three years of graduation rates were examined.

Tier II schools were identified from among 46 Title I eligible (but not receiving Title I funds) secondary schools using the same method as Tier I schools. The bottom 5 schools had the highest final combined ranking values.

Tier III schools are all other Title I schools in improvement, corrective action or restructuring not listed in Tier I.

See Appendix C for a list of Tier I, II and III schools.

**If Yes, please respond (check one):**

<sup>3</sup>  The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:<sup>4</sup>

<http://ArkansasEd.org/programs/nclb/ayp.html>

<sup>5</sup>  The State does not make the definition publicly available on a website.

→ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>6</sup>  No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

→ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(3)** Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.



**Please respond (check one):** Does the State collect this information?

<sup>1</sup> Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>

<http://ArkansasEd.org/programs/nclb/ayp.html>

<sup>4</sup> The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(4)** Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



**Please respond (check one):** Does the State collect this information?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>

<http://ArkansasEd.org/programs/nclb/ayp.html>

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(6)** Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



**Please respond (check one):** Does the State collect this information?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.<sup>3</sup>

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



**Please respond (check one):** Does the State collect this information?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>

[http://arkansased.org/schools/schools\\_charter.html](http://arkansased.org/schools/schools_charter.html)

Arkansas law currently provides for three types of charter schools: (1) “Conversion” public charter schools; (2) “Limited” public charter schools, and (3) “Open-enrollment” public charter schools that act independently as their own LEA. Arkansas law does not place a limit or “cap” on the number of Conversation public charter schools or Limited public charter schools that may be approved by the State Board of Education, Arkansas law currently provides that the State Board of Education may approve no more than twenty-four (24) Open-enrollment charters.

However, the “cap” on Open-enrollment charters discussed above does not mean that there may be only 24 school campuses operating as open-enrollment public charter schools in the State. As a result of legislation passed in 2005 (see Ark. Code Ann. §§ 6-23-301(c)(2), (d)(3)), any charter applicant that receives an approved Open-enrollment public charter from the Arkansas State Board of Education may petition the State Board at any time for additional “licenses” to establish additional Open-enrollment public charter school campuses throughout the State. Such licenses may be approved if the applicant has demonstrated success in student achievement gains; has not been subject to any disciplinary action by the State Board; has not been classified as in school improvement, academic or fiscal distress, and if it has not had its open-enrollment public charter revoked, placed on probation, or suspended. Thus, approved Open-enrollment charter holders may be granted a license to open and operate additional Open-enrollment charter school campuses that do not count against the State “cap” of 24.

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

- Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup>

<sup>6</sup>  The State does not make the information publicly available on a website.

- Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

- Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(8) Confirm. for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.**



**Please respond (check one):** Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

- If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [http://arkansased.org/schools/schools\\_charter2.html](http://arkansased.org/schools/schools_charter2.html)

**Total Number of Charter Schools in ARKANSAS: 33 34**

LEA Details

State Name	Local Education Agency Name	LEA Identifier NCES	LEA Count of Charter Schools
ARKANSAS	ACADEMICS PLUS CHARTER SCHOOL	0500059	2
ARKANSAS	ARKANSAS VIRTUAL ACADEMY	0500394	2
ARKANSAS	BEEBE SCHOOL DISTRICT	0502880	1
ARKANSAS	BENTON COUNTY SCHOOL OF ARTS	0500055	1 2
ARKANSAS	BLYTHEVILLE SCHOOL DISTRICT	0503320	1
ARKANSAS	CABOT SCHOOL DISTRICT	0503750	1
ARKANSAS	COVENANT KEEPERS MIDDLE CHARTER	0500397	1 2
ARKANSAS	DREAMLAND ACADEMY	0500393	1
ARKANSAS	ESTEM ELEMENTARY CHARTER	0500395	1
ARKANSAS	ESTEM HIGH CHARTER	0500398	1
ARKANSAS	ESTEM MIDDLE CHARTER	0500396	1
ARKANSAS	GREENLAND SCHOOL DISTRICT	0506930	1
ARKANSAS	HAAS HALL ACADEMY	0500078	1
ARKANSAS	HOPE ACADEMY	0500392	1
ARKANSAS	IMBODEN CHARTER SCHOOL DISTRICT	0500061	1
ARKANSAS	KIPP:DELTA COLLEGE PREP SCHOOL	0500062	2 3
ARKANSAS	LISA ACADEMY CHARTER	0500074	2

ARKANSAS	LISA ACADEMY NORTH CHARTER	0500399	<del>2</del> <u>3</u>
ARKANSAS	LITTLE ROCK SCHOOL DISTRICT	0509000	1
ARKANSAS	MOUNTAIN HOME SCHOOL DISTRICT	0500043	1
ARKANSAS	N. LITTLE ROCK SCHOOL DISTRICT	0510680	1
ARKANSAS	<del>NWA ACADEMY OF FINE ARTS</del>	<del>0500391</del>	<del>1</del>
ARKANSAS	OCABS CHARTER	0500401	1
ARKANSAS	OSCEOLA SCHOOL DISTRICT	0510950	1
ARKANSAS	SCHOOL OF EXCELLENCE CHARTER SCHOOL	0500400	1
ARKANSAS	VILONIA SCHOOL DISTRICT	0513530	2

All information that is not correct is strikethrough and additional information is underlined. Correct data is also found at ADE's Charter Schools Webpage at [http://arkansased.org/schools/schools\\_charter2.html](http://arkansased.org/schools/schools_charter2.html)

**Please respond (check one):**

<sup>4</sup> The State makes the data *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>5</sup>

- Most current information is found at [http://arkansased.org/schools/schools\\_charter2.html](http://arkansased.org/schools/schools_charter2.html) You can also find information by school year going back as far as 2001-2002 at <http://adedata.arkansas.gov/Schools/Charter.aspx>

<sup>6</sup> The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup> The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (d)(9)** Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

**Please respond (check one):** Does the State collect this information?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the information *least annually* on a website.

List of schools and districts, along with their status are available at <http://arkansased.org/nclb/ayp.html>

<http://normessasweb.uark.edu/schoolperformance/> Select a school or district, and then select the School Improvement option from the menu for details.

Performance Reports for all LEAs in the State are available at [http://www.arkansased.org/performance\\_report/index.html](http://www.arkansased.org/performance_report/index.html)

Test Scores for all LEAs in the State are available at [http://www.arkansased.org/testing/test\\_scores.html](http://www.arkansased.org/testing/test_scores.html)

Of the 30 LEAs in the State that operates charter schools, 24 met literacy AYP for the 2008-2009 school year, which represents an 80%.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(10)** Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

**Please respond (check one):** Does the State collect this information?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the information *at least annually* on a website.

Provide the State website where the information is collected and publicly available:<sup>3</sup> List of schools and districts, along with their status are available at <http://arkansased.org/nclb/ayp.html>

<http://normessasweb.uark.edu/schoolperformance/> Select a school or district, and then select the School Improvement option from the menu for details.

Performance Reports for all LEAs in the State are available at: [http://www.arkansased.org/performance\\_report/index.html](http://www.arkansased.org/performance_report/index.html)

Test Scores for all LEAs in the State are available at: [http://www.arkansased.org/testing/test\\_scores.html](http://www.arkansased.org/testing/test_scores.html)

Of the 30 LEAs in the State that operates charter schools, 25 met mathematics AYP for the 2008-2009 school year, which represents an 83%.

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite

“Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(11)** Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

**Please respond (check one):** Does the State collect this information?

<sup>1</sup> Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://arkansased.org/about/schools/charters.html>: Arkansas Public Charter Schools: Closure Information

<sup>4</sup> The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(12)** Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

**Please respond (check one):** Does the State collect this information?

<sup>1</sup> Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://arkansased.org/about/schools/charters.html>: Arkansas Public Charter Schools: Closure Information

<sup>4</sup> The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



## PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

**Requirement:** The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

### I. ASSURANCES (a), (c), AND (d)

*Important note regarding indicators (c)(11) and (c)(12):*

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

**State Plan Instructions:** For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing

those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan.
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
D (a) (1)	X	X
I (a) (3)	X	X
I (a) (4)	X	X
I (a) (5)	X	X
D (a) (2)	X	X
I (a) (6)	X	X
I (a) (7)	X	X
I (c) (10)		X
I (c) (11)		X
I (c) (12)		X
I (d) (1)		X
I (d) (2)		X
I (d) (4)		X
I (d) (6)		X

**See Attachment A for the State's Plan.**

## II. INDICATOR (b)(1)

### Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		X
2		X
3		X
4		X
5		X
6		X
7		X
8		X
9		X
10		X
11		X
12		X

### III.INDICATOR (b)(2) – NOT APPLICABLE

**Instructions:** If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

#### IV. INDICATOR (b)(3) – NOT APPLICABLE

**Instructions:** If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

## V. INDICATORS (c)(11) AND (c)(12)

*Important note regarding this section:*

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

**State Plan Instructions:** For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
  - The milestones established toward developing those means;
  - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
  - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
  - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

Element	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I ).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	X (See Appendix A)	
Indicator (c)(12)	X (See Appendix A)	

## PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.**

Four years ago the Department created an Office of Data Quality that has as a major goal the verification of accuracy and timeliness of the data collection process. The office has been responsible for instituting additional edit checks in the data submission programs that validate data entries.

Reports are also distributed to various state and federal program staff to validate the data quality. The reports are distributed electronically and many contain multiple years of data so sorts and comparisons can be made to previous years data to look for significant variances in the data that allows the staff to follow up when questionable differences exist from one year to the next.

An increasing effort has also been made to make more data transparent and available to the educators and public so that more people are reviewing and analyzing the data and contacting the Department if something does not match their expectations and knowledge of the source data.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.**

The state has developed a unique student identifier that can be used by researchers and appropriate individuals to access data without being able to personally identify teachers. Also, reports at the aggregate level that contain numbers less than recommended by federal reporting standards are masked by leaving the fields blank or designating the field as not reported because of insufficient student counts.

## APPLICATION CHECKLIST and SUBMISSION INFORMATION

Please use the following checklist to ensure that your application is complete:

### PART 1: State Fiscal Stabilization Fund Phase II Application Cover Sheet

- Is all of the requested information included on the State Fiscal Stabilization Fund Phase II Application Cover Sheet?
- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the State Fiscal Stabilization Fund Phase II Application Cover Sheet?
- SIGNATURE REQUIRED** – Has the Chief State School Officer signed the State Fiscal Stabilization Fund Phase II Application Cover Sheet?

### PART 2: Maintenance-of-Effort Information

- Has the State provided all data as requested?
- Is any of the data reported different from the State's most current Phase I application?
- Has the State included attachments responding to Part 2A(3)(a) and Part 2A(3)(b)?
- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the other Assurances and Certifications?
- If applicable, has the State indicated whether the MOE waiver request has already been submitted or whether it is included with this application package?

### PART 3A: Assurance Indicators and Descriptors

- Has the State responded appropriately to all indicators and descriptors?

### PART 3B: Data Collection and Public Reporting Plan

- For each assurance indicator or descriptor under education reform areas (a), (c), and (d), for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), has the State provided a plan for developing and implementing, as soon as possible, but no later than September 30, 2011, that includes all plan elements detailed in Part 3B?
- Has the State completed the Plan Element Verification table as applicable?
- For Indicator (b)(1), has the State completed the America COMPETES Plan Element Verification table as applicable?
- For Indicator (b)(2), has the State ensured that the plan meets the requirements described in Part 3B?
- For Indicator (b)(3), has the State ensured that the plan meets the requirements described in Part 3B?
- For Indicators (c)(11) and (c)(12), has the State completed the Plan Element Verification table as applicable?

### PART 3C: General Requirements

- In an attachment, has the State described the processes employed to review and verify the required data and other information for the indicators and descriptors?
- In an attachment, has the State described the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

## **SUBMISSION INFORMATION**

Please submit your application to the Department as follows:

1. E-mail an electronic version of your application in .PDF (Portable Document) format to [phaseIIapplication@ed.gov](mailto:phaseIIapplication@ed.gov) and
2. Mail the original and two copies of your application by express mail service through the U.S. Postal Service or through a commercial carrier to the following address:

Dr. Joseph C. Conaty  
Director, Academic Improvement and Teacher Quality Programs  
Office of Elementary and Secondary Education  
U.S. Department of Education  
400 Maryland Avenue, S.W., Room 3E314  
Washington, D.C. 20202

Arkansas – State Fiscal Stabilization Fund – Phase II

**PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN**

**ASSURANCE A. ACHIEVING EQUITY IN TEACHER DISTRIBUTION:**

**Descriptor (a)(1): Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.**

**Indicators (a)(3): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.**

**Indicators (a)(4): Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.**

**Indicators (a)(5): Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.**

*Overview of State Plan*

D (a)(1)#7: Currently, the ADE is working with a 35-person teacher evaluation task force. This task force has been functioning since July 1, 2009. This new evaluation system will enable schools and districts to make decisions regarding teacher development, compensation, promotion, retention and removal. A site on the ADE website is currently under construction to share the work of the teacher evaluation task force. This site should be complete by the end of the year 2009. A pilot of the evaluation system will occur in the 2010-11 school year and the results will be posted in the summer of 2011. The evaluation instruments will be fully implemented in the 2011-12 school year with results posted shortly thereafter.

D (a)(1)#14: The ADE has visited with three (3) vendors regarding the ability to collect evaluation data on-line by domains and components for all Arkansas LEAs. Once funds are available, a data management system with these capabilities can be implemented.

I (a)(3): The teacher evaluation task force will ensure that the new evaluation system will include student achievement outcomes as an evaluation criteria in all components of the four domains and issued a statement to this effect on January 14, 2010: a) The goals of the Arkansas Teacher Evaluation System are quality assurance and teacher professional growth. The new Arkansas Teacher Evaluation System is research based, reflecting proven practices that have been shown to improve student learning. It utilizes clear, concise evidentiary data for professional growth and development to increase student achievement. Evidence of student growth is a significant part of the system and is analyzed at every level of the evaluation system to illustrate teacher effectiveness. b) The Arkansas Teacher Evaluation System requires annual evidence of student growth. Examples of evidence collected that demonstrate student growth are classroom, school/district, state and national assessments.

I (a)(4) and (a)(5): The vendor presentations, which were mentioned in D (a)(1)#14, are already designed to collect the performance level data formulated on the new Arkansas Teacher Evaluation System. The

## Appendix A

new evaluation system will be able to include LEA teacher data in the collection of performance level data at the school, district and state level. This data will be reflected by the number and percent of Arkansas educators and will be easily understandable by the public.

### ***Dates & Milestones***

#### **2009**

July – November	Develop standards and rubric
November	Put out for public comments: In essence, do the standards describe good and effective teaching principals (for both novice and veteran teachers.)? Is there or should there be some differentiation on the standard or rubric? Does the standard adequately describe the work of a teacher and their mission or is something missing?
September – June 2010	Develop evaluation instrument. Describe the required evidence and procedures.

#### **2010**

February	Develop the necessary forms for the evaluation system.
March – May	Teachers in participating LEAs will perform self-assessments on goals.
June –August	Pilot training in task force member LEA: Purpose: to learn what is not fixed yet.
September	Develop and implement pilot evaluation instrument and procedures with novice teachers in participating LEA.

#### **2011**

March – April	Revisions to Standards, Rubric, Evaluation Instrument and Procedures
May – July	Roll-out training for all LEAs in Phase I Schools
September	Compilation and reporting of all data collected from the pilot sites.

The pilot sites will test one or more of the vendor's capabilities for collecting data. Then once fully implemented, the state will gather data compiled at the school, district and state level. This data may be utilized to plan local level professional development, teacher compensation, retention and removal.

### ***Obstacles***

Without adequate funding and staff, a two-year phase-in to fully implement the teacher evaluation system will become a six year phase-in. Funding is also necessary to support a data management system from the LEAs on the teacher evaluation system. The agency is looking to apply for grants to fund any components which can not be funded with existing state revenue.

### ***Nature & Frequency of Public Reporting (including updates)***

All information from the task force is transparent and being reported on the ADE website as developed (<http://www.arkansased.org/educators/>). The public can scroll down to teacher evaluation task force section.

## Appendix A

### ***Development & Implementation Funding***

The development and implementation of the principal evaluation system will cost approximately \$2.5 million. These funds will come from local, state and possibly federal funds (example: Race to the Top). This includes personnel time, task force planning workshops, training, travel, and data management.

### ***Responsible Agency / Unit & Cooperating Agencies***

The Arkansas Department of Education's (ADE) Division of Human Resources/Licensure is responsible for this assurance section. The Division consists of the employment center for the agency, the Office of Professional Licensure, the Office of Teacher Quality, the Professional Licensure Standards Boards and the Central Support Unit. The Division is staffed with approximately 60 employees. The Division is lead by one of five Assistant Commissioners at the ADE who reports directly to the Deputy Commissioner.

**Descriptor (a)(2): Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.**

**Indicators (a)(6): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.**

**Indicators (a)(7): Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.**

### ***Overview of State Plan***

D (a)(2)#7 The ADE is already accepting nominations on its creation of a 36-person principal evaluation task force. This task force will be configured very similar to the teacher evaluation task force: 36 members - 12 principals/assistant principals, 12 superintendents and 12 stakeholders. This task force will begin functioning in July 2010. This new evaluation system will enable schools and districts to make decisions regarding principal development, compensation, promotion, retention and removal. A site on the ADE website will be constructed to share the work of the principal evaluation task force. This site will be operational after the July 2010 initial meeting. Until the state can collect data from the new evaluation instrument (in the 2012-2013), ADE will collect principal evaluation information from district's individual evaluation systems currently in place and post that information on its website at <http://www.arkansased.org/educators/> by September 2011. Also, all information from the task force will be transparent and will be reported on this site as it is developed.

The domains and components of this new evaluation system are yet to be determined but should mirror the standards of leadership as outlined in the 2008 ISLLC Standards and the work at Vanderbilt University will be pivotal documents to lead this discussion.

D (a)(2)#14 The ADE has visited with three (3) vendors regarding the ability to collect evaluation data on-line by defined standards for all Arkansas LEAs. Once funds are available a data management system with these capabilities can be implemented.

I (a)(6) The new principal evaluation task force will address how the inclusion of student achievement outcomes will be used in the evaluation criteria. The goal will be to develop a system where the effectiveness of principals (thus the achievement of students) is a criteria and one which is based on

## Appendix A

evidence and woven throughout the total evaluation system versus in isolation. This plan for this discussion will be to occur once the standards, levels of performance and evidence are defined.

I (a)(7) The vendor presentations, which were mentioned in D (a)(2) #14, are already designed to collect the performance level data formulated on the new Arkansas principal evaluation system. Those LEAs electing to utilize this new evaluation system will be able to include their data in the collection of performance level data at the school, district and state level. This data will be reflected by the number and percent of Arkansas principals and will be easily understandable by the public.

### ***Dates & Milestones***

#### **2010**

July – November	During the Spring of 2010, the State will contract with a national consultant to facilitate this initiative and then have a pilot and phase-in program within eighteen months.  Develop standards and rubric.
November	Put out for public comments: In essence, do the standards describe good and effective principal practices (for both novice and veteran building level administrators). Do the standards adequately describe the work of a building level administrator and their mission or is something missing?
September – Jan 2011	Develop an evaluation instrument and procedures. Describe the required evidence and procedures.

#### **2011**

February	Develop forms necessary for the evaluation system.
March – May	Administrators in participating pilot LEAs will perform self-assessments on goals.
June –August	Pilot training within select schools/districts on task force: (Purpose: to learn what is not fixed yet.)
September	Develop and implement pilot evaluation instrument and procedures with building level administrators in participating pilot schools/districts. All information from the task force will be transparent and will be reported on the ADE website (see Nature and Frequency of Reporting below)

### ***Obstacles***

Without adequate funding and staff, the timeline will double on the number of years to fully roll out state-wide implementation. Therefore, it would become a two year phase-in. Funding will also necessary to include the data from the principal evaluations add-onto the data management system proposed with the teacher evaluation system. The agency is considering applying for grants to fund any components which can not be funded with existing state revenue.

### ***Nature & Frequency of Public Reporting (including updates)***

All information from the task force will be transparent and will be reported on the ADE website as developed (<http://www.arkansased.org/educators/>). Once live, the public can scroll down to the principal evaluation task force section. Secondly, all data collected from the data management system regarding evaluations will also be available on the website.

## Appendix A

### ***Development & Implementation Funding***

The development and implementation of the principal evaluation system will cost approximately \$1 million. These funds will come from local, state and possibly federal funds (example: Race to the Top). This includes personnel time, task force planning workshops, training, travel, and data management.

### ***Responsible Agency / Unit & Cooperating Agencies***

The Arkansas Department of Education's (ADE) Division of Human Resources/Licensure is responsible for this assurance section. The Division consists of the employment center for the agency, the Office of Professional Licensure, the Office of Teacher Quality, the Professional Licensure Standards Boards and the Central Support Unit. The Division is staffed with approximately 60 employees. The Division is lead by one of five Assistant Commissioners at the ADE who reports directly to the Deputy Commissioner.

## **ASSURANCE C. STANDARDS AND ASSESSMENTS:**

**Indicator (c)(10): Provide for the State, each LEA, each high school, at each of these levels, by student subgroup the number and percentage of students who graduate from high school using a four-year adjusted cohort graduation rate.**

### ***Overview of State Plan***

ADE collects the data necessary to perform the calculations in part one of (c) (10). A link to the data collection documentation is <http://www.apscn.org/sis/caja/sisman0910.pdf>. The link to the report is <http://adedata.arkansas.gov>. However, the report will not be published until ADE receives data on the 2010 graduates. The report will not be published until March of 2011.

### ***Dates and Milestones***

Appropriate data has been collected on the 2010 seniors since they were ninth graders. After the data is collected for 2010 graduates in the Fall of 2010, the four-year adjusted cohort graduation rate will be calculated and published on the ADE website in March of 2011.

### ***Obstacles***

The challenges will revolve mostly around data entry errors, matching students for four years, and dealing with schools consolidations and reorganizations.

### ***Budget for development and implementation***

There will not be any additional funds need for this project. The data is being collected as part of the current accountability and APSCN data collection system. The website currently exists and adding the report will be considered a function of the current system.

### ***Responsible Agency / Unit & Cooperating Agencies***

The ADE's Research and Technology Division is responsible for Assurance C (10, 11 & 12). The Division consists of five sections Technology Initiatives and Resources, Technical Support, Data and Reporting, Data Quality and Management, and Research and Data Sharing. The Division is staffed with approximately 40 full time employees and five part time individuals functioning through professional services contracts. The Division is lead by one of five Assistant Commissioners at the ADE who reports directly to the Deputy Commissioner.

**Indicator (c) (11): Provide for the State, each LEA, each high school, at each of these levels, by student subgroup, of the students who graduate from high school (using the four-year adjusted cohort rate), the number and percentage who enroll in an institution of higher education (IHE), as defined in sec. 101(a) of the HEA, within 16 months of receiving a regular high school diploma.**

#### ***Overview of State Plan***

ADE and the Arkansas Department of Higher Education (ADHE) currently collects the data necessary for this report. Together, the agencies have in place a MOU for sharing data and routinely share data for reporting such as this. ADE and ADHE are the responsible agencies and work collaboratively to put together the data necessary for this report.

#### ***Dates and Milestones***

Appropriate data has been collected on 2008 and 2009 seniors. After the data was collected for these seniors, a freshman college success rate report was developed for every high school and institution of higher education in the state. The reports were distributed through the mail (on a CD) in 2008 and 2009 to each of the LEA's and colleges. The ADE, in cooperation with the ADHE worked on these reports and will partner with the National Student Clearinghouse to obtain information on students attending higher education institutions out of state. The report for attendance for in state and out of state students will begin with the seniors of 2009 and will be published beginning in March of 2011 along with the four-year cohort graduation rate.

#### ***Nature and Frequency of Public Reporting***

The High School-to-College Success Report will become part of a yearly report regarding graduation rates and college going rate in March of each year beginning in 2011. This report will become an annual report available on ADE's reporting site: <http://adedata.arkansas.gov/>. An example of the report is below:



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OLL-CSR\_BRYANT\_HI

#### ***Obstacles***

The challenges will revolve mostly around data entry errors, matching students that may be using different names and ID's as well as finding students that attend out of state institutions of higher education.

#### ***Development and Implementation Funding***

The data is being collected as part of the current accountability and APSCN data collection system and ADHE. We will budget approximately \$1.50 for students (in state funds) that may be attending higher education institutions out of state. This will require an expenditure of between \$25,000 and \$30,000 each year.

#### ***Responsible Agency / Unit & Cooperating Agencies***

The ADE's Research and Technology Division is responsible for Assurance C (10, 11 & 12). The Division consists of five sections Technology Initiatives and Resources, Technical Support, Data and Reporting, Data Quality and Management, and Research and Data Sharing. The division is staffed with approximately 40 full time employees and five part time individuals functioning through professional services contracts. The division is lead by one of five Assistant Commissioners at the Department who reports directly to the Deputy Commissioner.

**Indicator (c) (12): Provide for the State, each LEA, each high school, at each of these levels, by student subgroup, of the students who graduate from high school (using the four year adjusted cohort rate), who enroll in a public IHE in the State within 16 months of receiving a regular high school diploma, the number and percentage who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.**

***Overview of State Plan/ Dates & Milestones***

ADE and ADHE have in place a MOU for sharing data and routinely share data for reporting such as this. ADE and ADHE plan to meet with ADHE early in 2010 to establish the definition of "one year's worth of college credit," and then ADE will request the data necessary for this report from ADHE. The first report on this will be published by September 30, 2010 for the 2008 graduation cohort, and this report will become an annual report available on ADE's reporting site: <http://adedata.arkansas.gov/>.

***Obstacles***

The ADE does not foresee any obstacles that would prevent the State from reporting and posting this information.

***Nature & Frequency of Public Reporting (including updates)***

The general site will be the <http://adedata.arkansas.gov/> URL. The title of the product will be the "Arkansas High School to Higher Education Enrollment Report". The site will be highlighted on the general website and directions to site will be mailed to every parent as part of the school performance report which is currently mailed to approximately 450,000 homes each year.

***Development & Implementation Funding***

There will not be any additional funding needed to meet this requirement.

***Responsible Agency / Unit & Cooperating Agencies***

The ADE's Research and Technology Division is responsible for Assurance C (10, 11 & 12). The Division consists of five sections Technology Initiatives and Resources, Technical Support, Data and Reporting, Data Quality and Management, and Research and Data Sharing. The Division is staffed with approximately 40 full time employees and five part time individuals functioning through professional services contracts. The Division is lead by one of five Assistant Commissioners at the ADE who reports directly to the Deputy Commissioner. The ADE will work with the ADHE in meeting this requirement.

**ASSURANCE D. SUPPORTING STRUGGLING SCHOOLS**

**Indicator (d)(1): Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.**

***Overview of State Plan***

ADE currently calculates school wide gains each year in math and literacy as part of figuring safe harbor. Although the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup is not currently reported, the ADE can easily include the calculation or keep the relevant variables for reporting during AYP.

## Appendix A

### ***Dates & Milestones***

The information can be added to the school performance website by June 1, 2010.

### ***Obstacles***

The Arkansas Department of Education does not foresee any obstacles that would prevent the State from reporting and posting this information.

### ***Nature & Frequency of Public Reporting (including updates)***

ADE will post the report at the following link:

<http://normessasweb.uark.edu/schoolperformance/State/State.php>. This report will be updated every year by September..

### ***Development & Implementation Funding***

There will not be any additional funding needed to meet this requirement.

### ***Responsible Agency / Unit & Cooperating Agencies***

The ADE's Accountability Division is responsible for Assurance D (Indicator 1 & 2). The Division includes the Standards Assurance and Monitoring Unit, the Desegregation monitoring/Equity Unit, the School Performance Unit and the State and Federal Monitoring Unit. The Accountability Division has approximately 25 employees. The Division works with the National Office for Research on Measurement and Evaluation Systems partners with the ADE to calculate and report AYP data. The Accountability Division is lead by one of five Assistant Commissioners at the ADE who reports directly to the Deputy Commissioner.

**Indicator (d)(2): Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.**

### ***Overview of State Plan***

ADE currently calculates school wide gains each year in math and literacy as part of figuring safe harbor. Although the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup is not currently reported, the ADE can easily include the calculation or keep the relevant variables for reporting during AYP.

### ***Dates & Milestones***

The information can be added to the school performance website June 1, 2010.

### ***Obstacles***

The Arkansas Department of Education does not foresee any obstacles that would prevent the State from reporting and posting this information.

### ***Nature & Frequency of Public Reporting (including updates)***

ADE will post the report at the following link:

<http://normessasweb.uark.edu/schoolperformance/State/State.php>. This report will be updated every year by September..

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### ***Development & Implementation Funding***

There will not be any additional funding needed to meet this requirement.

### ***Responsible Agency / Unit & Cooperating Agencies***

The ADE's Division of Learning Services is responsible for Assurance D (I-4 & I-6). The division provides technical assistance concerning school improvement planning, state and federal funding, and regulatory issues. In addition, the division assists schools in accessing effective professional development opportunities, along with instructional practices and data analysis. This division employs over 60 people including literacy, math and science specialists, federal program coordinators, scholastic audit coordinators, and school improvement advisors. The Division is lead by one of five Assistant Commissioners at the ADE who reports directly to the Deputy Commissioner.

**Indicator (d)(4): Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.**

### ***Overview of State Plan***

Now that the method of identifying persistently low-achieving schools has been defined, the Arkansas Department of Education will provide the number and identity of those schools that have been turned around, restarted, closed or transformed each year by September 2011 on its website (<http://ArkansasEd.org/programs/nclb/ayp.html>).

### ***Dates & Milestones***

June - July 2011	Gather information from LEAs and prepare an implementation report on whether persistently low-performing schools have turned around, restarted, closed or transformed in the prior year.
August 2011	Confirm student achievement on summative assessments at the persistently low-performing schools.
September 2011	Post the implementation report on the school intervention models on the ADE website: ( <a href="http://ArkansasEd.org/programs/nclb/ayp.html">http://ArkansasEd.org/programs/nclb/ayp.html</a> )

### ***Obstacles***

The Arkansas Department of Education does not foresee any obstacles that would prevent the State from reporting and posting this information.

### ***Nature & Frequency of Public Reporting (including updates)***

The implementation report will be posted and updated every September beginning in 2011.

### ***Development & Implementation Funding***

There will not be any additional funding needed to meet this requirement.

### ***Responsible Agency / Unit & Cooperating Agencies***

The ADE's Division of Learning Services is responsible for Assurance D (I-4 & I-6). The division provides technical assistance concerning school improvement planning, state and federal funding, and regulatory issues. In addition, the division assists schools in accessing effective professional development opportunities, along with instructional practices and data analysis. This division employs over 60 people

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including literacy, math and science specialists, federal program coordinators, scholastic audit coordinators, and school improvement advisors. The Division is lead by one of five Assistant Commissioners at the ADE who reports directly to the Deputy Commissioner.

**Indicator (d)(6): Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**

### *Overview of State Plan*

Now that the method of identifying persistently low-achieving secondary schools has been defined, the Arkansas Department of Education will provide the number and identity of those secondary schools that have been turned around, restarted, closed or transformed each year by September 2011 on its website (<http://ArkansasEd.org/programs/nclb/ayp.html>).

### *Dates & Milestones*

June - July 2011	Gather information from LEAs and prepare an implementation report on whether persistently low-performing schools have turned around, restarted, closed or transformed in the prior year.
August 2011	Confirm student achievement on summative assessments at the persistent low-performing schools.
September 2011	Post the implementation report on the school intervention models on the ADE website: ( <a href="http://ArkansasEd.org/programs/nclb/ayp.html">http://ArkansasEd.org/programs/nclb/ayp.html</a> )

### *Obstacles*

The Arkansas Department of Education does not foresee any obstacles that would prevent the State from reporting and posting this information.

### *Nature & Frequency of Public Reporting (including updates)*

The implementation report will be posted and updated every September beginning in 2011.

### *Development & Implementation Funding*

There will not be any additional funding needed to meet this requirement.

### *Responsible Agency / Unit & Cooperating Agencies*

The ADE's Division of Learning Services is responsible for Assurance D (I-4 & I-6). The division provides technical assistance concerning school improvement planning, state and federal funding, and regulatory issues. In addition, the division assists schools in accessing effective professional development opportunities, along with instructional practices and data analysis. This division employs over 60 people including literacy, math and science specialists, federal program coordinators, scholastic audit coordinators, and school improvement advisors. The Division is lead by one of five Assistant Commissioners at the ADE who reports directly to the Deputy Commissioner.

**Arkansas Department of Education  
Application for State Fiscal Stabilization Fund Program – Phase II**

**Part 2A, Item 3 (a) - Maintenance Of Effort**

**ALTERNATIVE LEARNING**

School districts were required to provide an alternative learning environment (ALE) for students who demonstrated an inability to function in the standard learning environment. The ALE program provided educational programs to eligible students in alternative classroom settings, as well as additional services to meet the needs of this group of at-risk students. The Department of Education calculated ALE funds in the 2007-2008 school year by multiplying \$4,063 by the number of identified ALE students enrolled during the previous school year, pursuant to Arkansas law and Department of Education Rules.

**DEBT SERVICE FUNDING SUPPLEMENT**

This aid, also known as Bonded Debt Assistance, was provided to school districts to offset some of the existing debt burden incurred and to increase the amount of local revenue available for the maintenance and operation of schools. Bonded Debt Assistance funds were to be used solely for the payment of bonded debt.

Pursuant to ACA §6-20-2503, the following calculation was used to determine the Bonded Debt Assistance. The calculation was based on the Principal and Interest Payment Schedule in effect and on file with the Arkansas Department of Education (ADE) on January 1, 2005. This amount was reduced by 10% for purposes of calculating debt service funding supplement. If a school district demonstrated to the Commission for Arkansas Public School Academic Facilities and Transportation (the “Commission”) that all or a portion of the 10% reduction in scheduled debt payment was attributable to the support of academic facilities, the Commission reversed all or a portion of the 10% reduction by a percentage proportionate to the amount attributable to academic facilities. The remaining 90% (or greater if a percentage was reversed) of the principal and interest payment was divided by the total assessed value of the district and multiplied by 1,000 to calculate the required debt service mills. This product was multiplied by the State Wealth Index, multiplied by the prior year three-quarter ADM, and multiplied by a funding factor of \$18.03.

These funds were paid on or before August 1 and February 1 of each year. If a district qualified for Bonded Debt Assistance, the amount of aid was not reduced as a result of refunding bonds outstanding in effect and on file with the ADE on January 1, 2005. As the amount of state financial assistance decreases, resulting from reductions in principal and interest payments and increases in property assessments, the Commission distributed savings to the Educational Facilities Partnership Fund (EFP), in accordance with

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rules promulgated by the Commission. The amount of savings transferred in fiscal year 2008 to the Educational Facilities Partnership Fund (EFP) was \$5,983,136.

### **DECLINING ENROLLMENT**

This program provided additional funding to school districts with a prior year Average Daily Membership (ADM) that was less than the ADM of the previous year. Funding was equal to the difference between the average of the ADM for the two immediately preceding years and the ADM for the previous school year multiplied by \$5,719, the amount of foundation funding for 2007-2008. Additionally, any appropriated and available funds for declining enrollment funding that remained after the initial distributions were prorated and distributed equally to school districts that qualified for both declining enrollment funding and special needs isolated funding. There were no declining enrollment funds remaining in 2007-2008 after the initial distributions.

### **ENGLISH LANGUAGE LEARNERS**

This program served school districts with language minority students assessed as limited in their English proficiency. Most of these students were at the beginning stage of acquiring English. Funding was provided to assist with securing specially-trained staff, instructional materials and/or training. School districts received grants in the 2007-2008 school year based on the district's Limited English Proficiency (LEP) headcount at \$293 per LEP student.

### **GENERAL FACILITIES FUNDING**

These funds were distributed in accordance with ACA §6-20-2503(e). Beginning in fiscal year 2005-2006, school districts received state financial assistance equal to the General Facilities Funding the school district received or would have received under the Supplemental School District Funding Act of 2003 (ACA 6-20-2401, et seq. [repealed]) during fiscal year 2004-2005.

After fiscal year 2005-2006, this funding was phased out by reducing the amount received by a school district by one-tenth each year over a ten-year period with the savings distributed through the Educational Facilities Partnership Fund (EFP). The amount of savings transferred in fiscal year 2007-2008 to the Educational Facilities Partnership Fund (EFP) was \$1,628,609. Prior to fiscal year 2005-2006, a school district's expenditure of General Facilities Funding was restricted to the purchase of school buses, furniture, equipment and computer software, or for the renovation or repair to existing facilities. Beginning in fiscal year 2005-2006, the use of General Facilities Funding was unrestricted.

### **ISOLATED FUNDING**

Because of location or geographic barriers, some districts contained an area that was not able to share resources or had unusual transportation needs. This area, with an Average Daily Membership (ADM) of less than 350, was termed "isolated school area" and

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received additional funding. The funding was distributed in the 2007-2008 school year based, in part, upon the prior year three quarter ADM of the isolated school area multiplied by the Per Student Isolated Funding Amount for the isolated school area as prescribed by ACA §6-20-603.

### **NATIONAL SCHOOL LUNCH STUDENT FUNDING**

This program provided funding for those students from low socio-economic backgrounds, as indicated by the eligibility for free or reduced-priced meals under the National School Lunch (NSL) Act, as reported on October 1 of each year and submitted to the Department of Education.

For the 2007-2008 school year, national school lunch student funding was as follows:

- (A) For school districts in which 90% or greater of the enrolled students are national school lunch students, funding was \$1,488;
- (B) For school districts in which at least 70% but less than 90% of the enrolled students are national school lunch students, funding was \$992; and
- (C) For school districts in which less than 70% of the enrolled students are national school lunch students, funding was \$496.

Beginning with the 2007-2008 school year, for school districts that were to receive funding based on a lower percentage tier than the preceding school year, the funding would be reduced in three equal amounts over a three-year period following the year in which a school district's number of national school lunch students decreased. A school district that has experienced a significant growth, defined by rule as 1%, in enrolled students in each of the previous three years shall receive funding for the expected increase in the number of national school lunch students based on the three year average growth in enrollment times the percentage of students eligible for NSL Act funding times the appropriate per student funding amount.

### **PROFESSIONAL DEVELOPMENT FUNDING**

This program provided a coordinated set of planned learning activities for teachers and administrators that were standards-based. These programs should have resulted in individual, school-wide and system-wide improvements designed to ensure that all students demonstrate proficiency in the state academic standards. For the 2007-2008 school year, the Professional Development Funding amount for a school district was fifty dollars (\$50) times the district's Average Daily Membership for the previous year. Special language in Act 229 of 2007 allowed the Department of Education to use up to \$4,000,000 to develop a statewide professional development program.

### **SPECIAL NEEDS ISOLATED FUNDING**

During the 2007-2008 school year, additional funding was provided to school districts which contained isolated schools. As stipulated in ACA §6-20-604, districts had to meet certain eligibility requirements, including involvement in a consolidation or annexation, low student density ratios and certain average daily membership levels. Pursuant to ACA §6-20-604(h), any funds appropriated for isolated funding and/or special needs isolated funding that remained after the initial distributions were distributed for transportation costs of isolated schools to school districts eligible to receive special needs isolated funding.

### **STATE FOUNDATION FUNDING AID**

This was the amount of state financial aid provided to each school district for the 2007-2008 school year. It was computed as the difference between the foundation funding amount of \$5,719, established by the General Assembly pursuant to ACA §6-20-2305(a)(2), times the school district's Average Daily Membership (ADM) for the previous school year, and the sum of ninety-eight percent (98%) of the uniform rate of tax times the property assessment of the school district plus the miscellaneous funds of the school district. The funding for charter schools follows the same formula but uses ADM of the current year.

ADM is the total number of days of school attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first 3 quarters of each school year divided by the number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth.

### **STUDENT GROWTH**

This program provided supplemental funding to school districts that had a growth in students over the previous school year. Student growth funding is calculated as the sum of one quarter of the per student foundation funding for the school district multiplied by the increase (excluding any increase resulting solely from consolidation or annexation), if any, of each of the following:

- (A) The school district's quarterly ADM for the first quarter of the current school year over ADM of the previous school year;
- (B) The school district's quarterly ADM for the second quarter of the current year over the ADM of the previous school year;
- (C) The school district's quarterly ADM for the third quarter of the current school year over the ADM of the previous school year;
- and
- (D) The school district's quarterly ADM for the fourth quarter of the current school year over the ADM of the previous school year.

As the fourth quarter ADM count will not be available until the following school fiscal year, the final distribution for each school year shall include one half of the per student foundation funding for the school district multiplied by the increase, if any, of the school district's quarterly ADM for the third quarter of the current school year over the ADM of the previous school year. As a result of

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calculating the final distribution, either an adjustment shall be made in the initial distribution of growth funding for the school district in the following school year to be based on the actual fourth quarter growth or the school district shall refund the overpayment in growth funding.

### **SUPPLEMENTAL MILLAGE INCENTIVE FUNDING**

These funds were distributed in accordance with ACA §6-20-2503(f). Beginning in fiscal year 2005-2006, school districts that elected to receive Supplemental Millage Incentive Funding in fiscal year 2004-2005 would receive the amount of Supplemental Millage Incentive Funding that exceeded the amount that the school district would have received under Debt Service Funding Supplement and General Facilities Funding in fiscal year 2004-2005. After fiscal year 2005-2006, this funding shall be phased out by reducing the amount received by a school district by one-tenth each year over a ten-year period with the savings distributed through the Education Facilities Partnership Fund (EFP). The amount of savings transferred in fiscal year 2007-2008 to the Educational Facilities Partnership Fund (EFP) was \$2,023,128

### **Arkansas's Definition of Persistently Lowest-Achieving Schools**

The annual school performance data from the Arkansas assessments required under section 1111(b)(3) of the ESEA for literacy and mathematics were used to identify persistently lowest-achieving schools. Performance levels from annual assessments for 2007 through 2009 included all students completing a full academic year, as well as students completing an alternate assessment. Tier 1 schools identified as persistently lowest-achieving were determined from among 273 Title 1 participating schools that were in school improvement, corrective action, or restructuring.

1. Schools were ranked based on 2009 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 2009. 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 2009. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
  - c. An overall rank for 2009 academic achievement was obtained by summing the ranks for mathematics and literacy.
2. Schools were ranked on progress by utilizing the added ranks method for 2007, 2008, and 2009 performance.
  - a. Schools were sorted from highest to lowest for percentage of students proficient in mathematics for 2007 and 2008. Each school was assigned a rank 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 2007 and 2008. Each school was assigned a rank based on this order for each year, with 1 representing the highest ranked performance.
  - c. Overall ranks for 2007 and 2008 were obtained by summing the ranks for mathematics and literacy.
  - d. A 3 year progress ranking was obtained by summing the 2007, 2008, and 2009 rank values.
3. A final combined ranking was obtained by summing the weighted rankings for 2009 academic achievement and 3 year progress. Three year progress was weighted 1.0 and 2009 academic achievement was weighted 0.80.
4. The schools identified as persistently lowest-achieving were the bottom 14 schools when sorted by the final combined ranking. These schools had the 14 highest values for the final combined ranking.
5. There were no Title 1 schools in school improvement, corrective action, or restructuring that were identified based on persistently low graduation rate, less than 60.0 over a number of years. Three years of graduation rates were examined.

Tier II schools were identified from among 46 Title 1 eligible (but not receiving Title I funds) secondary schools using the same method as Tier 1 schools. The bottom 5 schools had the highest final combined ranking values.

Tier III schools are all other Title I schools in improvement, corrective action or restructuring not listed in Tier I.

## Arkansas's Persistently Lowest-Achieving Schools

LEA	School Name	NCES LEA ID#	NCES SCHOOL ID#	Tier I	Tier II	Tier III
5403019	CENTRAL HIGH SCHOOL	0507680	00476	1		
6001061	CLOVERDALE MIDDLE SCHOOL	0509000	01387	1		
901003	DERMOTT HIGH SCHOOL	0505170	00239	1		
3502010	DOLLARWAY HIGH SCHOOL	0505410	00235	1		
3502009	DOLLARWAY MIDDLE SCHOOL	0505410	00252	1		
1802007	EARLE HIGH SCHOOL	0505550	00266	1		
6202024	HUGHES HIGH SCHOOL	0508010	00520	1		
6002060	LYNCH DRIVE ELEMENTARY SCHOOL	0510680	00790	1		
5404032	MARVELL HIGH SCHOOL	0509510	00694	1		
4713051	OSCEOLA HIGH SCHOOL	0510950	00825	1		
4713050	OSCEOLA MIDDLE SCHOOL	0510950	00823	1		
6002077	ROSE CITY MIDDLE SCHOOL	0510680	00803	1		
6601019	TRUSTY ELEMENTARY SCHOOL	0506330	00377	1		
1805021	TURRELL HIGH SCHOOL	0513260	00185	1		
6001002	HALL HIGH SCHOOL	0509000	00616		1	
6001063	J.A. FAIR HIGH SCHOOL	0509000	01389		1	
0903018	LAKESIDE HIGH SCHOOL	0508640	00578		1	
6205028	PALESTINE-WHEATLEY SENIOR HIGH	0500051	00833		1	
3505042	PINE BLUFF HIGH SCHOOL	0500026	00867		1	
6601014	ALBERT PIKE ELEMENTARY SCHOOL	0506330	00370			1
0203016	ALLBRITTON UPPER ELEM. SCHOOL	0500042	01279			1
1701001	ALMA INTERMEDIATE SCHOOL	0502250	00003			1
1701003	ALMA MIDDLE SCHOOL	0502250	00005			1
1701004	ALMA PRIMARY SCHOOL	0502250	01350			1
6103009	ALMA SPIKES ELEMENTARY SCHOOL	0511610	00883			1
3904004	ANNA STRONG ELEMENTARY SCHOOL	0509360	00672			1
3904006	ANNA STRONG MIDDLE SCHOOL	0509360	00673			1
1608023	ANNIE CAMP JR. HIGH SCHOOL	0508280	00547			1

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4605026	ARKANSAS HIGH SCHOOL	0513110	01068			1
4101003	ASHDOWN JUNIOR HIGH SCHOOL	0502580	00031			1
7401001	AUGUSTA ELEMENTARY SCHOOL	0502670	00036			1
7301004	BALD KNOB MIDDLE SCHOOL	0502700	00128			1
6001052	BASELINE ELEMENTARY SCHOOL	0509000	01378			1
5201005	BEARDEN MIDDLE SCHOOL	0500032	00174			1
7302008	BEEBE ELEMENTARY SCHOOL	0502880	00054			1
7302013	BEEBE INTERMEDIATE	0502880	00499			1
7302011	BEEBE MIDDLE SCHOOL	0502880	00474			1
5403011	BEECH CREST ELEMENTARY SCHOOL	0507680	00475			1
3505025	BELAIR MIDDLE SCHOOL	0500026	00855			1
6002053	BELWOOD ELEMENTARY SCHOOL	0510680	00782			1
6302011	BENTON MIDDLE SCHOOL	0502960	00068			1
0801002	BERRYVILLE HIGH SCHOOL	0503150	00080			1
6303028	BETHEL MIDDLE SCHOOL	0503690	01197			1
2901002	BLEVINS HIGH SCHOOL	0503300	00090			1
4702013	BLYTHEVILLE HIGH SCHOOL	0503320	00091			1
4702011	BLYTHEVILLE INTERMEDIATE SCH	0503320	00094			1
4702007	BLYTHEVILLE KINDERGARTEN CENTER	0503320	00095			1
4702012	BLYTHEVILLE MIDDLE SCHOOL	0503320	00099			1
4702008	BLYTHEVILLE PRIMARY SCHOOL	0503320	00096			1
6002054	BOONE PARK ELEMENTARY SCHOOL	0510680	00783			1
4201001	BOONEVILLE ELEMENTARY SCHOOL	0503450	00104			1
6001018	BRADY ELEMENTARY SCHOOL	0509000	00605			1
4801003	BRINKLEY HIGH SCHOOL	0503630	00112			1
4003014	BROWN ELEMENTARY SCHOOL	0500028	01041			1
6505011	BRUNO-PYATT HIGH SCHOOL	0500076	00686			1
6303020	BRYANT ELEMENTARY SCHOOL	0503690	00120			1
6303026	BRYANT MIDDLE SCHOOL	0503690	01440			1
4101002	C. D. FRANKS ELEMENTARY SCHOOL	0502580	00030			1
4801001	C.B. PARTEE ELEMENTARY SCHOOL	0503630	00114			1
3403011	CASTLEBERRY ELEMENTARY SCHOOL	0500023	00770			1

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1702008	CEDARVILLE ELEMENTARY SCHOOL	0504080	00149			1
5502010	CENTERPOINT HIGH SCHOOL	0506690	00341			1
1402006	CENTRAL ELEMENTARY SCHOOL	0500044	00653			1
4702006	CENTRAL ELEMENTARY SCHOOL	0503320	00093			1
6201003	CENTRAL ELEMENTARY SCHOOL	0506270	01425			1
1002006	CENTRAL PRIMARY SCHOOL	0502430	00019			1
6001072	CHICOT PRIMARY SCHOOL	0509000	01463			1
4802008	CLARENDON ELEMENTARY SCHOOL	0504350	00163			1
4802010	CLARENDON HIGH SCHOOL	0504350	00164			1
3601005	CLARKSVILLE HIGH SCHOOL	0504380	00166			1
3509066	COLEMAN ELEMENTARY SCHOOL	0513930	01136			1
4605024	COLLEGE HILL MIDDLE SCHOOL	0513110	01071			1
6003135	COLLEGE STATION ELEM. SCHOOL	0511850	00910			1
1101004	CORNING HIGH SCHOOL	0500009	00191			1
2601002	CUTTER-MORNING STAR HIGH SCH.	0504860	00210			1
7504009	DARDANELLE ELEMENTARY SCHOOL	0504930	00213			1
7504013	DARDANELLE PRIMARY SCHOOL	0504930	00243			1
0402008	DECATUR ELEMENTARY SCHOOL	0504980	00220			1
0406048	DELBERT PETE & PAT ALLEN ELE	0512450	01235			1
0901001	DERMOTT ELEMENTARY SCHOOL	0505170	00238			1
0101003	DEWITT MIDDLE SCHOOL	0500001	00217			1
1608024	DOUGLAS MACARTHUR JHS	0508280	00548			1
2202005	DREW CENTRAL HIGH SCHOOL	0505470	00259			1
6001007	DUNBAR MAGNET MIDDLE SCHOOL	0509000	00608			1
1802006	DUNBAR MIDDLE SCHOOL	0505550	00931			1
2705018	EAST END ELEMENTARY SCHOOL	0500015	00995			1
2705024	EAST END INTERMEDIATE SCHOOL	0500015	00275			1
6602045	EAST HILLS MIDDLE SCHOOL	0506990	00463			1
1803033	EAST JUNIOR HIGH SCHOOL	0508040	00523			1
5608037	EAST POINSETT CO. HIGH SCHOOL	0500048	01348			1
0602012	EASTSIDE PRIMARY SCHOOL	0500006	01129			1
1402007	EAST-WEST ELEMENTARY SCHOOL	0500044	00654			1

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2404015	ELGIN B. MILTON ELEM. SCHOOL	0511010	00829			1
7201004	ELKINS ELEM. PRIMARY SCHOOL	0505760	01051			1
7201001	ELKINS ELEMENTARY SCHOOL	0505760	00289			1
7207040	ELMDALE ELEMENTARY SCHOOL	0512660	01021			1
2901013	EMMET ELEMENTARY SCHOOL	0503300	00293			1
4605020	FAIRVIEW ELEMENTARY SCHOOL	0513110	01072			1
5204021	FAIRVIEW ELEMENTARY SCHOOL	0506060	00311			1
2002008	FORDYCE ELEMENTARY SCHOOLS	0506210	01230			1
2002009	FORDYCE MIDDLE SCHOOL	0506210	01400			1
6001009	FOREST HEIGHTS MIDDLE SCHOOL	0509000	00610			1
6201010	FORREST CITY JR. HIGH	0506270	00345			1
1611039	FOX MEADOW ELEMENTARY	0510440	00761			1
6001025	FRANKLIN INCENTIVE ELEM. SCHOOL	0509000	00612			1
7207053	GEORGE ELEMENTARY SCHOOL	0512660	00059			1
6001056	GEYER SPRINGS ELEM. SCHOOL	0509000	01382			1
3403010	GIBBS ALBRIGHT ELEM. SCHOOL	0500023	00769			1
4708028	GOSNELL ELEMENTARY SCHOOL	0500029	01275			1
1002009	GOZA MIDDLE SCHOOL	0502430	00020			1
0404024	GRAVETTE MIDDLE SCHOOL	0506840	01394			1
0803012	GREEN FOREST HIGH SCHOOL	0506870	00416			1
2807004	GREENE CO. TECH ELEM. SCHOOL	0513080	00015			1
2807010	GREENE CO. TECH PRIMARY SCHOOL	0513080	00963			1
7204027	GREENLAND ELEMENTARY SCHOOL	0506930	00419			1
1003018	GURDON HIGH SCHOOL	0507110	00430			1
1003016	GURDON PRIMARY SCHOOL	0507110	00432			1
2304022	GUY-PERKINS HIGH SCHOOL	0507140	00434			1
0203018	HAMBURG HIGH SCHOOL	0500042	01281			1
0203017	HAMBURG JUNIOR HIGH SCHOOL	0500042	01280			1
0701001	HAMPTON ELEMENTARY SCHOOL	0507230	00440			1
0701002	HAMPTON HIGH SCHOOL	0507230	00441			1
6304031	HARMONY GROVE MIDDLE SCHOOL	0507320	00661			1
6003102	HARRIS ELEMENTARY SCHOOL	0511850	00916			1

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0503015	HARRISON JR. HIGH SCHOOL	0507380	00451			1
6601030	HARRY C. MORRISON ELEM. SCHOOL	0506330	00366			1
1608020	HEALTH/WELLNESS ENVI MAGNET	0508280	00553			1
1202005	HEBER SPRINGS ELEM. SCHOOL	0507560	00466			1
6001013	HENDERSON MIDDLE SCHOOL	0509000	00617			1
0601006	HERMITAGE ELEMENTARY SCHOOL	0507710	00484			1
0601007	HERMITAGE HIGH SCHOOL	0507710	00485			1
0601008	HERMITAGE MIDDLE SCHOOL	0507710	01195			1
7203025	HOLT MIDDLE SCHOOL	0506120	00863			1
2603020	HOT SPRINGS MIDDLE SCHOOL	0507890	00514			1
6601011	HOWARD ELEMENTARY SCHOOL	0506330	00364			1
3804010	HOXIE HIGH SCHOOL	0507990	00518			1
5204025	IVORY PRIMARY SCHOOL	0506060	01432			1
1803027	JACKSON ELEMENTARY SCHOOL	0508040	00524			1
6003103	JACKSONVILLE ELEMENTARY SCHOOL	0511850	00918			1
1608025	JONESBORO HIGH SCHOOL	0508280	00551			1
7003027	JUNCTION CITY ELEM. SCHOOL	0508340	00557			1
4101001	L.F. HENDERSON INTERM. SCH.	0502580	00029			1
3704007	LAFAYETTE COUNTY ELEMENTARY	0500065	00719			1
3704013	LAFAYETTE COUNTY HIGH SCHOOL	0500065	00727			1
2605036	LAKE HAMILTON INTERM. SCHOOL	0508610	01234			1
2605037	LAKE HAMILTON MIDDLE SCHOOL	0508610	00138			1
0903015	LAKESIDE LOWER ELEM. SCHOOL	0508640	00361			1
0903016	LAKESIDE UPPER ELEM. SCHOOL	0508640	00576			1
6002070	LAKESIDE MIDDLE SCHOOL	0510680	00788			1
6003104	LANDMARK ELEMENTARY SCHOOL	0511850	00927			1
2603023	LANGSTON MAGNET SCHOOL	0507890	01187			1
0506032	LEAD HILL HIGH SCHOOL	0503420	00103			1
3904008	LEE HIGH SCHOOL	0509360	00675			1
7205031	LINCOLN ELEMENTARY SCHOOL	0508940	00600			1
7205032	LINCOLN HIGH SCHOOL	0508940	00601			1
6201012	LINCOLN MIDDLE SCHOOL	0506270	01185			1

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4301027	LONOKE ELEMENTARY SCHOOL	0509060	00641			1
4301030	LONOKE PRIMARY SCHOOL	0509060	00644			1
1002007	LOUISA PERRITT PRIMARY	0502430	00022			1
5404006	LUCILIA WOOD ELEMENTARY SCH	0509510	01214			1
6001035	M.L. KING MAGNET ELEM. SCHOOL	0509000	00176			1
6001057	MABELVALE ELEMENTARY SCHOOL	0509000	01383			1
6001062	MABELVALE MIDDLE SCHOOL	0509000	01388			1
1402009	MAGNOLIA HIGH SCHOOL	0500044	00656			1
1402008	MAGNOLIA JR. HIGH SCHOOL	0500044	00655			1
4712043	MANILA ELEMENTARY SCHOOL	0500046	00667			1
4712044	MANILA HIGH SCHOOL	0500046	00668			1
4101005	MARGARET DANIELS PRIMARY	0502580	00807			1
1804017	MARION INTERMEDIATE SCHOOL	0509390	00130			1
1804016	MARION MIDDLE SCHOOL	0509390	01428			1
5604015	MARKED TREE ELEMENTARY SCHOOL	0509420	00689			1
5604017	MARKED TREE HIGH SCHOOL	0509420	00687			1
5404030	MARVELL PRIMARY SCHOOL	0509510	00696			1
1608017	MATH & SCIENCE MAGNET SCHOOL	0508280	00552			1
3502006	MATTHEWS ELEMENTARY SCHOOL	0505410	00251			1
2305026	MAYFLOWER HIGH SCHOOL	0509540	00698			1
6102006	MAYNARD HIGH SCHOOL	0509570	00700			1
2105026	MCGEHEE ELEMENTARY SCHOOL	0509630	00703			1
2105028	MCGEHEE HIGH SCHOOL	0509630	00705			1
6001033	MEADOWCLIFF ELEMENTARY SCHOOL	0509000	00623			1
0104023	MEEKINS MIDDLE SCHOOL	0512960	01057			1
1608022	MICROSOCIETY MAGNET SCHOOL	0508280	00554			1
6202022	MILDRED JACKSON ELEM. SCHOOL	0508010	00519			1
5403018	MILLER JUNIOR HIGH SCHOOL	0507680	00477			1
3104005	MINERAL SPRINGS ELEM. SCHOOL	0509780	00716			1
3104006	MINERAL SPRINGS HIGH SCHOOL	0509780	00717			1
1507037	MORRILTON JUNIOR HIGH SCHOOL	0512520	00041			1
1703013	MOUNTAINBURG HIGH SCHOOL	0510260	00751			1

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6003141	MURRELL TAYLOR ELEM. SCHOOL	0511850	01256			1
3105009	NASHVILLE ELEMENTARY SCHOOL	0510380	00756			1
3105010	NASHVILLE JUNIOR HIGH SCHOOL	0510380	00758			1
3105012	NASHVILLE PRIMARY SCHOOL	0510380	01193			1
3403013	NEWPORT HIGH SCHOOL	0500023	00772			1
3403012	NEWPORT JUNIOR HIGH SCHOOL	0500023	00771			1
6002063	NO. HEIGHTS ELEMENTARY SCHOOL	0510680	00793			1
0304021	NORFORK ELEMENTARY SCHOOL	0510560	00773			1
4605025	NORTH HEIGHTS JR. HIGH SCHOOL	0513110	01073			1
0406046	NORTHSIDE ELEMENTARY SCHOOL	0512450	01002			1
6003140	NORTHWOOD MIDDLE SCHOOL	0511850	01238			1
6003108	OAK GROVE ELEMENTARY SCHOOL	0511850	00933			1
2808028	OAK GROVE MIDDLE SCHOOL	0500017	01296			1
3505034	OAK PARK ELEMENTARY SCHOOL	0500026	00866			1
6806014	OAK RIDGE CENTRAL HIGH SCHOOL	0500077	00887			1
6003139	OAKBROOKE ELEMENTARY SCHOOL	0511850	01239			1
2603015	OAKLAWN MAGNET SCHOOL	0507890	00511			1
7203027	OWL CREEK SCHOOL	0506120	01213			1
2404005	OZARK KINDERGARTEN SCHOOL	0511010	01165			1
6205031	PALESTINE-WHEATLEY MIDDLE SCH.	0500051	01150			1
6002064	PARK HILL ELEMENTARY SCHOOL	0510680	00796			1
6002065	PIKE VIEW ELEMENTARY SCHOOL	0510680	00797			1
7510028	PLAINVIEW-ROVER ELEM. SCHOOL	0500079	00873			1
7510029	PLAINVIEW-ROVER HIGH SCHOOL	0500079	00874			1
1704018	PLEASANT VIEW JUNIOR HIGH	0510290	01454			1
6103010	POCAHONTAS HIGH SCHOOL	0511610	00884			1
6103011	POCAHONTAS UPPER ELEM. SCHOOL	0511610	00885			1
6002059	POPLAR STREET MIDDLE SCHOOL	0510680	01437			1
6001038	PULASKI HEIGHTS ELEM. SCHOOL	0509000	01190			1
6001010	PULASKI HEIGHTS MIDDLE SCHOOL	0509000	00628			1
7202007	RANDALL G. LYNCH MIDDLE SCHOOL	0506090	00854			1
7001005	RETTA BROWN ELEMENTARY SCHOOL	0505680	00280			1

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6002702	RIDGEROAD CHARTER MIDDLE SCHOOL	0510680	00729			1
1305009	RISON ELEMENTARY SCHOOL	0500067	00950			1
4706068	RIVERCREST JUNIOR HIGH SCHOOL	0500045	01028			1
7207042	ROBERT E. LEE ELEM. SCHOOL	0512660	01023			1
6001050	ROCKEFELLER INCENTIVE ELEM. SCHOOL	0509000	01217			1
6003111	SCOTT ELEMENTARY SCHOOL	0511850	00938			1
6002069	SEVENTH STREET ELEM. SCHOOL	0510680	00804			1
2705019	SHERIDAN ELEMENTARY SCHOOL	0500015	00996			1
2705023	SHERIDAN INTERMEDIATE SCHOOL	0500015	00097			1
0406049	SILOAM SPRINGS MIDDLE SCHOOL	0512450	01004			1
7008043	SMACKOVER ELEMENTARY SCHOOL	0512510	01008			1
7008045	SMACKOVER HIGH SCHOOL	0512510	01009			1
4706039	SO MISS COUNTY ELEM SCHOOL AT LUXORA	0500045	01341			1
3505041	SOUTHEAST MIDDLE SCHOOL	0500026	00870			1
0406047	SOUTHSIDE ELEMENTARY SCHOOL	0512450	01005			1
3209039	SOUTHSIDE HIGH SCHOOL	0512540	01012			1
3209041	SOUTHSIDE MIDDLE SCHOOL	0512540	00100			1
3505037	SOUTHWOOD ELEMENTARY SCHOOL	0500026	00871			1
6601016	SPRADLING ELEMENTARY SCHOOL	0506330	00374			1
4003015	STAR CITY MIDDLE SCHOOL	0500028	01043			1
5206032	STEPHENS ELEMENTARY SCHOOL	0512870	01044			1
6001041	STEPHENS ELEMENTARY SCHOOL	0509000	00876			1
6201014	STEWART ELEMENTARY SCHOOL	0506270	00350			1
7009025	STRONG-HUTTIG MIDDLE SCHOOL	0512930	01191			1
0104026	STUTTGART JUNIOR HIGH SCHOOL	0512960	01249			1
6601017	SUNNYMEDE ELEMENTARY SCHOOL	0506330	00375			1
6601018	SUTTON ELEMENTARY SCHOOL	0506330	00376			1
6003113	SYLVAN HILLS ELEMENTARY SCHOOL	0511850	00940			1
6003128	SYLVAN HILLS HIGH SCHOOL	0511850	00941			1
6001047	TERRY ELEMENTARY SCHOOL	0509000	00633			1
3505036	THIRTY-FOURTH AVE. ELEM. SCH.	0500026	00872			1
6601032	TILLES ELEMENTARY SCHOOL	0506330	01251			1

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3502007	TOWNSEND PARK NORTH ELEMENTARY	0505410	00254			1
1805020	TURRELL ELEMENTARY SCHOOL	0513260	01084			1
4605022	UNION ELEMENTARY SCHOOL	0513110	01074			1
5704018	VAN COVE HIGH SCHOOL	0513440	01105			1
4605021	VERA KILPATRICK ELEM. SCHOOL	0513110	01075			1
1608019	VISUAL & PERFORMING ART MAGNET	0508280	00550			1
6001059	WAKEFIELD ELEMENTARY SCHOOL	0509000	01385			1
6401003	WALDRON HIGH SCHOOL	0513680	01122			1
6401004	WALDRON MIDDLE SCHOOL	0513680	01121			1
0602015	WARREN MIDDLE SCHOOL	0500006	01334			1
6001042	WASHINGTON MAGNET ELEM. SCHOOL	0509000	01409			1
6001071	WATSON INTERMEDIATE SCHOOL	0509000	01474			1
4401001	WATSON PRIMARY SCHOOL	0508130	00537			1
1803031	WEDLOCK ELEMENTARY SCHOOL	0508040	00528			1
6304029	WESTBROOK ELEMENTARY SCHOOL	0507320	00445			1
7207046	WESTWOOD ELEMENTARY SCHOOL	0512660	01029			1
3904005	WHITTEN ELEMENTARY SCHOOL	0509360	00679			1
6806019	WILLIFORD HIGH SCHOOL	0500077	01160			1
0203019	WILMOT ELEMENTARY SCHOOL	0500042	01339			1
2903007	WM. JEFFERSON CLINTON PRIMARY	0507840	00025			1
1803032	WONDER ELEMENTARY SCHOOL	0508040	00531			1
1803035	WONDER JUNIOR HIGH SCHOOL	0508040	00532			1
5403017	WOODRUFF ELEMENTARY SCHOOL	0507680	00483			1
1905015	WYNNE INTERMEDIATE SCHOOL	0514430	01173			1
1905014	WYNNE PRIMARY SCHOOL	0514430	01175			1
7001009	YOCUM ELEMENTARY SCHOOL	0505680	00285			1

Appendix D

Current Status of Arkansas's State Longitudinal Data System  
(SLDS Grant 2009-10 - Appendix C)

Required Capabilities/Elements	Current Status and Role of IES SLDS or Other ARRA Funding	Relevant Outcomes (Section 6) that Address Capability/Elements
<b>Seven Required Data System Capabilities</b>		
<p>C1. The system must enable States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).</p>	<p><b>Current Status: Partially Complete.</b> ADE has the necessary MOUs in place and has conducted matching of individual K-12 students with higher education, the state's workforce agency, and human services agencies. Work is underway to further develop and improve this capability pursuant to ADE's 2009 IES grant award funding, which focuses on strengthening cross-agency agreements to share and formalize use of match findings to drive policy decisions. Additional work is planned to further develop and improve this capability using funding pursuant to the 2009 IES grant competition as a result of ADE's participation in the state's new AEETT cross-agency data-sharing initiative, and actions described in this application that will increase the number of the state's preschool children included in the SLDS.</p>	<p>5. <b>AEETT.</b> Establishment of and full ADE participation within a fully functional AEETT, including successful development of planned Phase I reports, and a shared online AEETT data mart.          6. <b>TrustEd.</b> Development of the Trusted Broker and performance of entity resolution services for AEETT.          7. <b>AEETT Interoperability.</b> Development of advanced interoperability solutions in support of AEETT cross-agency data sharing and associated data governance structures.          8. <b>Pre-K Integration.</b> Conclusion of data-sharing arrangements with Arkansas' Pre-K program, the Arkansas Better Chance (ABC) program, identification/implementation of new Pre-K data sources/ matches, and use in further ARC Pre-K program research.</p>
<p>C2. The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.</p>	<p><b>Current Status: Not Complete.</b> Data are exchanged as in C1, but this capability is not yet implemented with respect to standards-based interoperability or in any significant way in transfers with other states (albeit ADE's Triand environment is itself SIF certified). Alignment to standard data structure formats and definitions will be pursued using funding pursuant to the 2009 IES grant competition. ADE will begin major work to transition to the use of SIF, NIEM, NEDM, and the NCES Handbook to support interoperability both internally, within ADE, and in its interaction with external entities.</p>	<p>7. <b>AEETT Interoperability.</b> Development of advanced interoperability solutions in support of AEETT cross-agency data sharing and associated data governance structures, including data federation, SOA, and the adoption of the NIEM exchange model. Establishment of a SIF to NIEM mapping protocol, and exploration of a comparable mapping to PESC.          10. <b>Phase II SLDS Technical Architecture Improvement.</b> Upgrading current Pentamation district transactional systems to SIF 2.0 compliant SunGard eSchoolPLUS. Transitioning ADE's technical architecture to a SOA-based model using XML, SIF, WS/WSDL, and SOAP.          11. <b>NEDM/NCES Handbook.</b> Alignment of the state's enterprise data model and data element definitions with NEDM and the NCES Handbook and implementation of a NEDM-compliant database within the ARC.</p>
<p>C3. The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.</p>	<p><b>Current Status: Partially Complete.</b> ADE will further develop and improve this capability using funding pursuant to the 2009 IES grant competition. ADE captures basic data needed for such linking, but its reliability is limited by the infrequency of capture and method of storage within Cognos and Triand. ADE has not developed or used this capability nor addressed policy issues for its effective implementation. It will now address technical aspects to establish this capability in full, including addressing the policy and programmatic context in which implementation occurs, working also as participants in the Gates Foundation Teacher-Student Link Project for Agency Leadership pilot.</p>	<p>3. <b>Teacher-Student Linkage.</b> Establishment of a process for gathering linked student, teacher, course, and assessment data from its SLDS and establishing a facility for online access and validation of class rosters by teachers. Participation in the Gates Foundation-funded Teacher-Student Link Project for Agency Leadership pilot, developing and implementing—in partnership with other state grantees and designated LEAs—a common best practice definition of teacher of record and a standard SEA business process for linking and validating teacher and student data. Implementation of these practices statewide following the pilot phase, including enhancing the state's Hive tools environment.</p>
<p>C4. The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.</p>	<p><b>Current Status: Partially Complete.</b> Capability is currently being developed using funding from ADE's 2009 IES grant award. ADE has previously provided a basic linkage between its Teacher Licensure System, which contains these data, and its Triand SLDS environment. ADE is currently extending this linkage to its Cognos data warehouse environment, which will result in this capability being realized. ADE is also working under its 2008 grant to integrate its three professional development systems into its SLDS, which will provide enhanced capabilities. These capabilities will be further improved by migrating to real-time SIF/WS-based data exchanges using funding pursuant to the 2009 IES grant competition.</p>	<p>10. <b>Phase II SLDS Technical Architecture Improvement.</b> Upgrading current Pentamation District transactional systems to SIF 2.0 compliant SunGard eSchoolPLUS. Transitioning ADE's technical architecture to a SOA-based model using XML, SIF, WS/WSDL, and SOAP.</p>

<p>C5. The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.</p>	<p><b>Current Status: Partially Complete.</b> Using funding from ADE's 2009 IES grant award, ADE is engaged in a comprehensive program to drive a culture of DDDM at all levels of the educational establishment and is building a visual tools interface (scorecards, dashboards, and visual analytics) in support of this effort, as well as adding a parent portal. ADE will augment and accelerate aspects of this effort using funding pursuant to the 2009 IES grant competition, including building DDDM collaboration portals, making information derived from its work on student-teacher linking available to the public using its visual analytics tool "Hive," and systematically assessing information needs of ADE administrative units where there are gaps in SLDS usage.</p>	<p>1. ARC: DDDM and Researcher Engagement. Development of a Hive tools expansion, including for teacher-student links. 4. Administrative Units Needs Assessment. Completion of a comprehensive needs assessment of SLDS needs for administrative users, and development and implementation of a plan to address these as part of the ongoing maintenance/enhancement process. 2. Development of DDDM and Researcher Collaboration Portals.</p>
<p>C6. The system must ensure the quality and integrity of data contained in the system.</p>	<p><b>Current Status: Partially Complete.</b> ADE is continuing to improve elements of its data quality program using funding from ADE's 2009 IES grant award. ADE has established an Office of Data Quality, developed and implemented major elements of a comprehensive data quality plan, and established a data stewardship program and web-based data dictionary. Its programs are now being strengthened through expansion of its data dictionary work, establishment of data quality measurement and reporting, and conducting a data quality audit. It will be further enhanced using 2009 IES grant competition funding to greatly expand the ADE data stewards program, implement a data quality rules engine in its technical environment, and continue to improve its data dictionary metadata management environment.</p>	<p>9. Phase I SLDS Technical Architecture Improvement. Includes the acquisition of a commercial rules engine to automate data quality checking/monitoring across the SLDS environment. ADE will also implement a significantly expanded data stewards program and expand data steward training. It will expand an initiative to document business rules embedded in legacy ETL code, validate these against law and regulation, and incorporate resulting metadata into the ADE data dictionary/metadata mainframe environment. 10. Phase II SLDS Technical Architecture Improvement. Includes introducing additional metadata into the ADE data dictionary/metadata management environment. 11. NEDM/NCES Handbook. Includes introducing additional metadata into the ADE data dictionary/metadata management environment.</p>
<p>C7. The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and reporting requirements included in the EDFacts data collection and reporting system.</p>	<p><b>Current Status: Substantially Complete.</b> ADE is currently completing work to automate EDFacts reporting from its SLDS data warehouse environment funded under an IES 2005 SLDS grant award. ADE has established a facility, with the support of IBM, using its Cognos tools for reporting progress on the metrics established for the State Fiscal Stabilization Fund. ADE will use funding pursuant to the 2009 IES grant competition to improve newer aspects of federal reporting using the EMAPS tool.</p>	<p>9. Phase I SLDS Technical Architecture Improvement. Includes the automation of the EDFacts Submission Plans into the EDFacts Metadata and Process System (EMAPS) tool.</p>
<p><b>Twelve Required Data System Elements</b></p>		
<p><i>With respect to preschool through grade 12 education and postsecondary education</i></p>		
<p>E1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)</p>	<p><b>Current Status: Partially Complete.</b> Complete for K-12, but ADE will enhance this by addressing cross-agency translation of agency-specific UIDs (including ADE to ADHE) through AEETT and the Trusted Broker using funding pursuant to the 2009 IES grant competition.</p>	<p>6. TrustEd. Development of confidential cross-agency TrustEd UIDs with secure mapping to agency UIDs, thus providing another layer of security to address FERPA and related prohibitions against cross-agency sharing of individually identifiable information but without interfering with cross-agency data sharing goals and objectives. 5. AEETT. 7. AEETT Interoperability. 8. Pre-K Integration. Expansion of the Pre-K population in the SLDS.</p>
<p>E2. Student-level enrollment, demographic, and program</p>	<p><b>Current Status: Partially Complete.</b> Complete for K-12, but ADE will continue to improve this capability through efforts to improve the</p>	<p>5. AEETT, 6. TrustEd, 7. AEETT Interoperability, and 8. Pre-K Integration. Expanding visibility to enrollments, demographics, and</p>

participation information	currency of information made available to SLDS users and to expand visibility to like information across the whole Pre-K to 16 spectrum. With funding from the <b>2009 IES grant competition</b> , Pre-K to 12 student data will become more current as a result of more regular updates in current vertical reporting systems and real-time updating using SIF. Through AEETT and related initiatives and further Pre-K integration, ADE will extend visibility to early childhood and postsecondary education.	program participation across the P-16 spectrum. <b>9. Phase I SLDS Technical Architecture Improvement.</b> This includes increasing the frequency of source system to SLDS updates. <b>10. Phase II SLDS Technical Architecture Improvement.</b> This will permit real-time or near real-time updates, greatly enhancing the currency and utility of information at the disposal of SLDS users.
E3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	<b>Current Status: Partially Complete.</b> Information needed to address this element is partially captured in SLDS for K-12 students. With funding from <b>ADE's 2009 IES grant award</b> , ADE is working as part of its overall DDDM initiative with the College and Career Readiness Policy Institute (CCRPI), and programs that include specific components to address monitoring/tracking of students pursuing nontraditional pathways to school completion. ADE will further improve this capability with respect to preschool and higher education programs through its participation in AEETT pursuant to the <b>2009 IES grant competition</b> .	<b>5. AEETT.</b> The AEETT initiative, which creates capacity to bring together data not only from higher education but many other programs to which students may be known over their educational careers, will create the basis for extending visibility to a student's movements throughout their entire K-16 experience.
E4. The capacity to communicate with higher education data systems	<b>Current Status: Partially Complete.</b> ADE is working to expand agreements and the scope of matching efforts currently carried out with higher education as funded through <b>ADE's 2009 IES grant award</b> . ADE will further improve its communication with higher education both within and external to Arkansas through AEETT and through the adoption of standards and standards mapping capabilities, especially to PESC.	<b>1. ARC: DDDM and Researcher Engagement.</b> The ARC is established as a jointly chartered/operated entity of ADE and ADHE. This outcome includes, in addition to an ADHE FTE already assigned, the addition of a new FTE from ADHE who will specifically focus on the topics of commonality to ADE and ADHE through ARC work to advance the AEETT, AEETT interoperability, and TrustEd initiatives. <b>5. AEETT.</b> This establishes the foundation, technical framework, and governance structure for greatly expanded ADE and ADHE data sharing. <b>6. TrustEd.</b> This initiative provides an essential tool for maintaining privacy in all such exchanges (though, within the ARC, ADE and ADHE sharing is not restricted by FERPA). <b>7. AEETT Interoperability.</b> This initiative involves development of advanced solutions in support of AEETT cross-agency data sharing, including addressing SIF to PESC mapping. It will create the basis for robust and widespread ADE/ADHE system-to-system interoperability.
E5. A State data audit system assessing data quality, validity, and reliability	<b>Current Status: Not Complete.</b> ADE is funded to conduct quality audits based on a data quality measurement program it will establish with support under <b>ADE's 2009 IES grant award</b> . It will also implement a data quality rules engine pursuant to the <b>2009 IES grant competition</b> . Quality auditing will be built into the cross-agency data-sharing environment.	<b>9. Phase I SLDS Technical Architecture Improvement.</b> This includes acquisition and implementation of a commercial data quality rules engine. <b>5. AEETT, 6. TrustEd, 7. AEETT Interoperability, and 8. Pre-K Integration.</b> These will include a provision for quality auditing in their basic design.
<i>With respect to preschool through grade 12</i>		
E6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965	<b>Current Status: Complete.</b>	<b>N/A.</b> No funding is being requested for this capability pursuant to the 2009 IES SLDS grant competition.
E7. Information on students not tested,	<b>Current Status: Complete.</b>	<b>N/A.</b> No funding is being requested for this capability pursuant to the

by grade and subject		2009 IES SLDS grant competition.
E8. A teacher identifier system with the ability to match teachers to students	<b>Current Status: Not Complete.</b> Teacher identifiers and the ability to link teachers to students through course rosters is present in ADE's SLDS but, as described in C3 above, ADE has not developed or used this capability. ADE will use funding pursuant to the <b>2009 IES grant competition</b> to address technical aspects of establishing this capability in full, including addressing the policy and programmatic context in which implementation occurs as participants in the Gates Teacher-Student Link Project for Agency Leadership pilot. This will also address issues related to such linkage in preschool environments.	<b>3. Teacher-Student Linkage.</b> Establishment of a process for gathering linked student, teacher, course, and assessment data from its SLDS and establishing a facility for online access and validation of class roster by teachers. Participation in the Gates Foundation-funded Teacher-Student Link Project for Agency Leadership pilot, developing and implementing—in partnership with other state Gates grantees and designated LEAs—a common best practice definition of teacher of record and a standard SEA business process for linking and validating teacher and student data. Implement these practices statewide following the pilot phase, including enhancing the state's Hive tools environment.
E9. Student-level transcript information, including information on courses completed and grades earned	<b>Current Status: Complete.</b>	<b>N/A.</b> No funding is being requested for this capability pursuant to the 2009 IES SLDS grant competition.
E10. Student-level college readiness test scores	<b>Current Status: Complete.</b> ADE captures both course-specific exams and ACT series exam scores in its SLDS. ADE has been generating the college readiness reports for the last 3 years, which is mandated by law. ADE shares both K-12 and higher education data with ACT for research on college readiness.	<b>N/A.</b> No funding is being requested for this capability pursuant to the 2009 IES SLDS grant competition.
<i>With respect to postsecondary education</i>		
E11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	<b>Current Status: Partially Complete.</b> ADE, in cooperation with ADHE, has pursued an aggressive strategy in examining college readiness. Since 2007, college readiness reports have been created for districts, schools, and higher education institutions. The state legislature now requires ADE and ADHE to create reports on remediation rates at the school level, as well as school-level reports concerning remediation rates and 6-year college graduation rates. With funding from <b>ADE's 2009 IES grant award</b> , ADE has begun research to determine and derive better indicators for measuring effectiveness of remediation programs. This work will be expanded and accelerated with funding pursuant to the <b>2009 IES grant competition</b> .	<b>1. ARC: DDDM and Researcher Engagement.</b> ARC researchers, using ADE and ADHE files, will focus on looking beyond ACT scores, which are the current determinant for remediation, and instead look at a full suite of indicators now available in our SLDS, including grades, AP test scores, and state End-of-Course exams. <b>6. TrustEd.</b> As part of its work on this initiative, ADE will address improving and making more accessible the historical data that have limited its ability to link (using SSN only) current college students retrospectively to ADE files, capturing data about their earlier K-12 experiences and assessment records.
E12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	<b>Current Status: Not Complete.</b> With funding from <b>ADE's 2009 IES grant award</b> , ADE has begun research, as part of its current DDDM and researcher engagement initiatives, to better understand links between K-12 programs and success in postsecondary education. This work will be expanded and accelerated with funding pursuant to the <b>2009 IES grant competition</b> , especially through the planned expansion of ARC.	<b>1. ARC: DDDM and Researcher Engagement.</b> Through the co-location of ADE and ADHE researchers in the ARC, along with Arkansas institutional partners working in the fields of educational policy, teacher preparation, and curriculum development, Arkansas is positioning itself to bring a new level of focus—through research and resulting policy initiatives—on alignment of K-12 programs and success in post-secondary education.