



# Arkansas Initiatives Working in Unison

presented by  
Arkansas Department of Education

June 10, 2014

# **VISION for College & Career Readiness in Arkansas Schools**

All students in every Arkansas classroom will be engaged daily in rigorous learning experiences that build on students' talents, challenge their skills and understandings, and develop their ability to reason, problem solve, collaborate, and communicate.

# **VISION for College & Career Readiness in Arkansas Schools**

**Students will monitor their learning and direct their thinking to become productive and contributing team members. Students will grapple with complex texts and problems, construct viable arguments and persist until solutions are identified and substantiated.**

# **VISION for College & Career Readiness in Arkansas Schools**

Through these learning experiences, students will be confident in their preparation for success in their post-school lives, including college and career.

College and Career Ready Learners

Standards  
Evaluation

College and Career Ready Learners



Principals

Standards  
Evaluation

College and Career Ready Learners



Teachers

Standards  
Assessments

Standards  
Assessments



Students

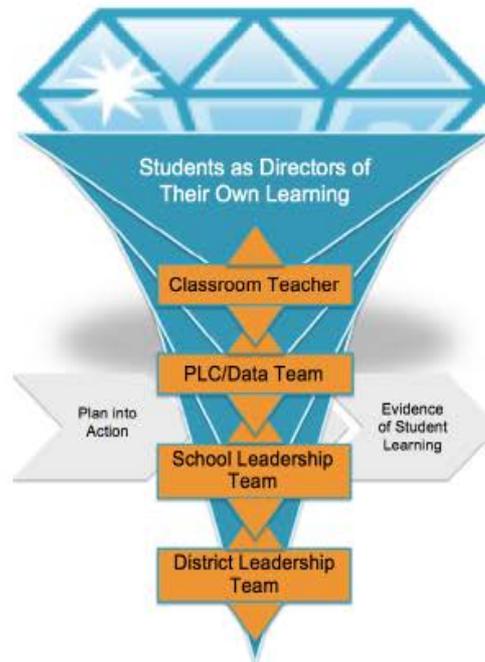
# A Comprehensive Learning Framework

## Reciprocal Accountability and Shared Leadership: Transforming Teaching, Leading and Learning

### VISION for College & Career Readiness in Arkansas Schools

All students in every Arkansas classroom will be engaged daily in rigorous learning experiences that build on students' talents, challenge their skills and understandings, and develop their ability to reason, problem solve, collaborate, and communicate. Students will monitor their learning and direct their thinking to become productive and contributing team members. Students will grapple with complex texts and problems, construct viable arguments, and persist until solutions are identified and substantiated. Through these learning experiences, students will be confident in their preparation for success in their post-school lives, including college and career.

Adults who are also continuously learning will support students as they prepare for college and careers. They will understand the purpose of and utilize formative assessment to provide feedback and support to student learners. Instruction will be founded on best practices grounded in research or evidence. Stakeholders will convey and support the vision by providing learning opportunities through in-school and out-of-school settings that strengthen and assist student learners.



### Classroom Formative Assessment:

The Formative Assessment process includes identifying clear learning targets, setting clear success criteria and providing continuous feedback along the way. Based on student work, instructional decisions are made and data are used as frequent indicators of individual student mastery of standards. Students use these results to set learning goals and teachers use the results to guide daily instructional practice.

### Interim Assessment:

Interim Assessments are generated and analyzed by PLC/data teams to measure student mastery of standards within a specific unit of instruction. Teams identify targeted standards, administer an assessment, and analyze results. Performance indicators are aligned to the curriculum and are used to measure the effectiveness of teaching and learning in the school/district. These indicators reflect both adult implementation and student achievement. Based on analysis of student performance data, PLC/data teams collaboratively discuss next steps focused on progressing all students to grade level mastery (i.e., curriculum adjustment, instructional redesign, professional learning).

### Summative Assessment:

Assessments referred to as summative can range from large-scale assessment systems, such as the annual assessments administered across states, to district-wide assessment systems or tests, to classroom summative tests created by teachers. In each instance, the assessments are designed to yield interpretations regarding students' achievement or program success up to that point in time. (Formative Assessment for Students and Teachers SCASS)

## Components Supporting the Framework

<u>Strategic Plan for Student Achievement</u>	<u>PLC/Data Teams</u>	<u>Educator Effectiveness System</u>	<u>Curriculum Design for College and Career Readiness</u>	<u>Proactive Continuum of Student Support with Response to Intervention (RtI)</u>	<u>Professional Learning</u>	<u>Support Systems and Communication Protocol</u>
The strategic plan for student achievement identifies and addresses the instructional needs of students and the system of support. It is rooted in the state strategic plan and actualized by each school's ACSIP. Schools are charged with the process of planning, doing, checking and taking action for strategic projects and initiatives.	PLC/data teams are collaborative grade level or content area teacher teams that use the results of common assessments to inform instructional/curricular decisions. PLC/data teams utilize formative instructional practices and focus on indicators aligned with strategies for improvement. PLC/data teams may also be formed at the district level to implement strategies and to determine effectiveness.	Teachers and administrators utilize the various components of the evaluation system to recognize the contributions educators make to student success. Through professional growth plans, educators implement professional learning to achieve student success.	Next generation learning is designed to prepare all students for college and careers. Curriculum includes purposefully planned learning experiences that provide opportunities to learn rigorous content and integrates literacy standards across all content areas. The curriculum embraces Universal Design for Learning (UDL) as a foundation for the development of a rigorous curriculum design. UDL is a teaching approach designed to help schools provide rich supports and challenges needed for learning so that all individuals can succeed in the general education curriculum.	The proactive continuum for student support is grounded in the belief that it is every educator's role to support students academically, behaviorally and physically. It is designed to help teachers provide rich supports and challenges needed for learning so that all students can succeed. It requires differentiating instruction for the whole class, flexible groups and individual learners.	Deeply embedded professional learning includes theoretical knowledge, modeling, practice, feedback, re-teaching, and coaching. Professional learning supports the deep implementation of strategies included in the strategic plan for student achievement.	The Commissioner and staff will provide frequent communication focused on district and school progress. The results from indicators included in the state strategic plan are presented and effective practices are shared statewide.

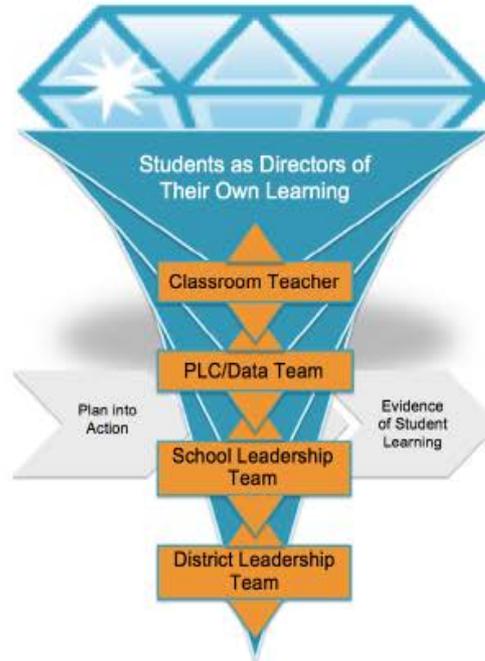
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# Professional Learning

Deeply embedded professional learning includes theoretical knowledge, modeling, practice, feedback, re--teaching, and coaching.

Professional learning supports the deep implementation of strategies included in the strategic plan for student achievement.

# Curriculum Design for College and Career Readiness

Next generation learning is designed to prepare all students for college and careers. Curriculum includes purposefully planned learning experiences that provide opportunities to learn rigorous content and integrates literacy standards across all content areas. The curriculum embraces Universal Design for Learning (UDL) as a foundation for the development of a rigorous curriculum design. UDL is a teaching approach designed to help schools provide rich supports and challenges needed for learning so that all individuals can succeed in the general education curriculum.

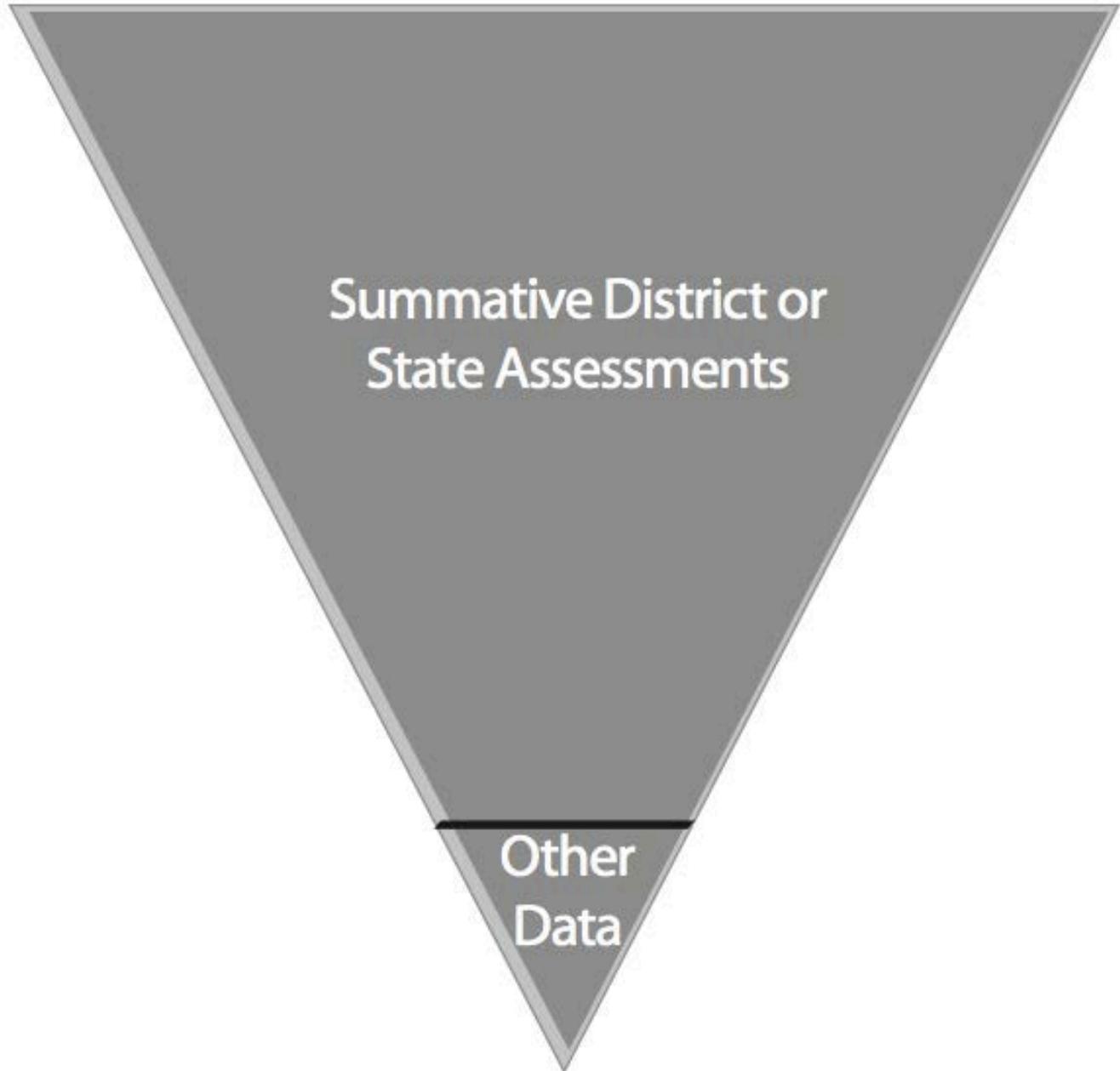
# **Educator Effectiveness System**

Teachers and administrators utilize the various components of the evaluation system to recognize the contributions educators make to student success. Through professional growth plans, educators implement professional learning to achieve student success.

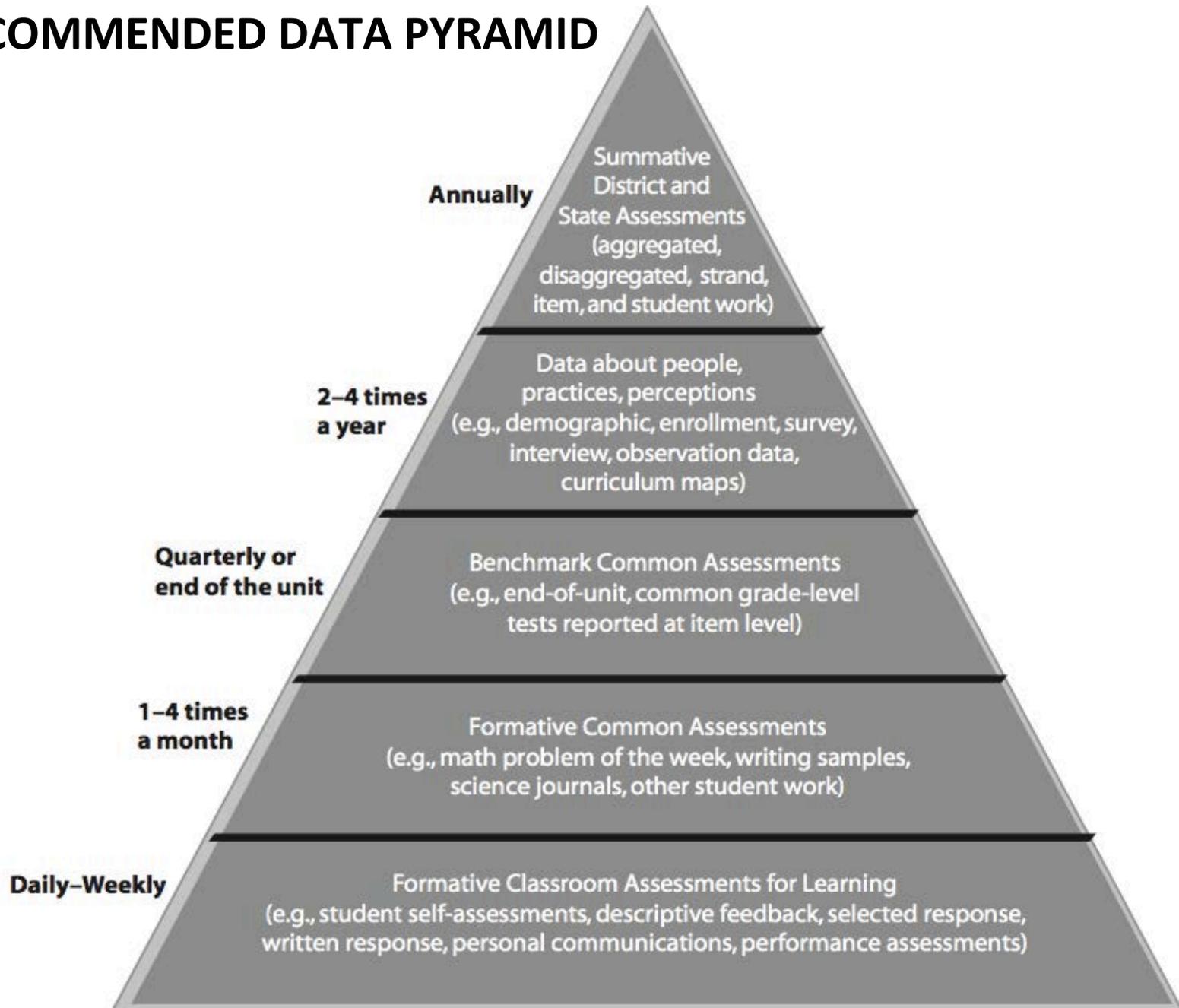
# Strategic Plan for Student Achievement

The strategic plan for student achievement identifies and addresses the instructional needs of students and the system of support. It is rooted in the state strategic plan and actualized by each school's ACSIP. Schools are charged with the process of planning, doing, checking and taking action for strategic projects and initiatives.

## THE INVERTED DATA PYRAMID: NOT RECOMMENDED



# RECOMMENDED DATA PYRAMID



ROUTLEDGE

# VISIBLE LEARNING FOR TEACHERS

MAXIMIZING IMPACT ON LEARNING

JOHN HATTIE



# IMPACT ON STUDENT LEARNING

1. Ability grouping
2. Classroom discussion
3. Cooperative learning
4. Feedback
5. Homework
6. Individualized instruction
7. Open vs. traditional classes
8. Reading Recovery
9. Retention
10. Shifting schools
11. Student expectations
12. Teaching study skills

# IMPACT ON STUDENT LEARNING

1.	Student expectations	1.44
2.	Classroom discussion	.82
3.	Feedback	.76
4.	Teaching study skills	.63
5.	Reading Recovery	.50
6.	Cooperative learning	.42
7.	Homework	.29
8.	Individualized instruction	.22
9.	Ability grouping	.12
10.	Open vs. traditional classes	.01
11.	Retention	-.13
12.	Shifting schools	-.34

# Ms. Bullen's Data-Rich Year

*When teachers are empowered with data, students do better*

Teachers have access to more quality data than ever, on factors like student performance, behavior, attendance, and more. When used along with pedagogy, content knowledge, and professional judgment, these data can be used to improve outcomes for kids. Follow one teacher, Ms. Bullen, and one of her students, Joey, through the school year to see how data help teachers, parents, and others make sure students are meeting education goals.

Produced by



dataqualitycampaign.org

Let's get started!

FALL

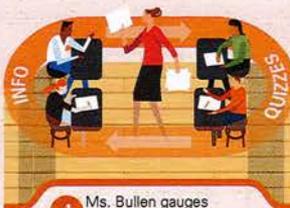


MS. BULLEN JOEY  
PARENTS  
WHO'S INVOLVED?  
PRINCIPAL  
TUTOR TRAINERS

**1** Before school starts, Ms. Bullen looks at her students' past performance and sets goals and makes working groups for all of her students—including Joey.

**2** She connects performance data with test items and standards to see where Joey has excelled or fallen behind, and designs an instructional plan just for him.

Who are my students?  
What's their history?  
How do I prepare for them?  
What are the key things that's holding him back?



WINTER



**3** In the classroom Ms. Bullen observes Joey's interactions for more information, and adjusts instruction on the fly.

**4** Ms. Bullen gauges Joey's progress with her formative quizzes, which show what Joey learned that day or week, and her summative tests, showing how he's improved over time.

**5** She goes over all Joey's data with his parents, and explains what they show about his current performance and how he may do over time if he stays on track.

**6** Joey and Ms. Bullen meet to discuss his performance, behavior, and attendance data—and what Joey's parents want for him—setting goals for the year.



**12** Ms. Bullen meets with Joey's parents to discuss how he is struggling and works with his other teachers to prepare a plan.

**11** An early warning system flags Joey and tells Ms. Bullen that he is at risk of getting off track, falling behind, or even failing.

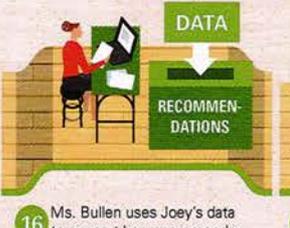
**10** Teachers use data together to solve problems and identify promising practices. Recurring meetings are set up by grade level, subject matter, or other useful ways.

**9** Since Ms. Oswalt excels in an area where Ms. Bullen struggles, she observes her class.

**8** The principal reviews performance data with Ms. Bullen, using data to support and empower, not admonish. They note areas of strength and for improvement.

**7** Throughout the year, data coaches and teachers work together to better understand and use different types of data.

**13** With his parents' approval, Ms. Bullen reviews Joey's performance data with his after-school tutor. Together, they note areas for improvement.



**14** Ms. Bullen meets with Joey to discuss how he needs to improve and set clear goals.

**15** By the end of the year, grades and summative assessment data show Joey is back on track—though he will continue to need support in the future.

**16** Ms. Bullen uses Joey's data to support her recommendation for his class placement next year. Her conclusion is based on objective—not anecdotal—data.

**17** After meeting with her principal, Ms. Bullen studies her own value-added score and evaluates how she did with different students, standards, and concepts.

**18** During the summer Ms. Bullen and other district teachers meet to solve problems using data. They identify trends and promising practices from throughout the district.

In 6th grade, 80% of students are falling off track. What do they have in common?



# QUESTIONS AND ANSWERS



# Arkansas Student Intervention System

*Arkansas Department of Education*

# Arkansas Student Intervention System (ASIS)

*The Arkansas Student Intervention System (ASIS) was developed from stakeholder feedback across the state. Educators requested a user-friendly, web-based program for developing Academic Improvement Plans (AIP) and Intensive Reading Interventions (IRI).*

*The ASIS pilot was from March 17<sup>th</sup> until April 18<sup>th</sup> and consisted of the following districts participating.*

- *Bald Knob School District*
- *Green County Tech School District*
- *Hoxie School District*
- *Jonesboro School District*
- *Monticello School District*
- *Nashville School District*
- *Poyen School District*

# ASIS Benefits

- *Free for all districts*
- *Web-based (Educators can access from anywhere with internet access)*
- *Easy, convenient way to create/edit interventions for students*
- *Customizable interventions depending on student needs*
- *Print to PDF (includes signature line for parent/guardians)*
- *Integrates with StudentGPS*

<https://adeasis.arkansas.gov>

# Teacher Homepage

Coppola, Renae

Not actual student data

LANGUAGE K - ( 200110 4 1 )		IRI	AIP			SAR
Student	Grade Level	Reading	Math ↕	Science ↕	Reading ↕	
Bayer, Linda	K	+	+	+	+	<a href="#">Generate Report</a>
Bochenek, Linda	K	+	+	+	+	<a href="#">Generate Report</a>
Bochenek, Peggy	K	+	+	+	+	<a href="#">Generate Report</a>
Botta, Linda	K	■	+	+	+	<a href="#">Generate Report</a>
Botta, Loraine	K	+	+	+	+	<a href="#">Generate Report</a>
Brecht, Linda	K	+	+	+	+	<a href="#">Generate Report</a>
Coppola, Linda	K	+	+	+	+	<a href="#">Generate Report</a>
Creamer, Linda	K	+	+	+	+	<a href="#">Generate Report</a>
Crowell, Linda	K	+	+	+	+	<a href="#">Generate Report</a>
Deshon, Linda	K	+	+	+	+	<a href="#">Generate Report</a>

< Page 1 of 2 > | Rows per page: 10 20 50 100 | Total rows: 17

▲ Needs Intervention

+ Create Intervention

+ Create Req. Intervention

■ Existing Intervention

■ Existing Req. Intervention

# Intensive Reading Intervention

Academic Interventions System > IRI > Create

## 2013-2014 Intensive Reading Intervention (IRI) for Literacy

District: Academics Plus School District  
School: Academics Plus  
Principal:   
Teacher: Teacher  
Previous Teacher:

Student Name: Last, First  
Student ID: 0000000000  
Parent/Guardian: Last, First  
Grade Level: 01  
Tested Grade: N/A

Reading Total:	Standard Score:	N/A	NPR:	N/A
Reading Comp:	Standard Score:	N/A	NPR:	N/A
Vocabulary:	Standard Score:	N/A	NPR:	N/A
Language Total:	Standard Score:	N/A	NPR:	N/A

## Areas Indicating Need for Intervention

Letter Identification     Vocabulary/Comprehension Oral     Phonics     Phonemic Awareness     Fluency

## Current Reading Program Services

### Select Reading Program

Basal     Comp Literacy  
 Other

### Intensive Reading Intervention Provided

Name of interventionist

### When Service Will Take Place

Before School     After School     During School Hours

### Session Frequency

Daily     Weekly     Bi-weekly  
 Monthly     Quarterly     Other

# Intensive Reading Intervention (IRI)

Areas Indicating Need for Intervention				
<input checked="" type="checkbox"/> Letter Identification	<input checked="" type="checkbox"/> Vocabulary/Comprehension Oral	<input type="checkbox"/> Phonics	<input type="checkbox"/> Phonemic Awareness	<input type="checkbox"/> Fluency

Current Reading Program Services	
<b>Select Reading Program</b>	
<input checked="" type="checkbox"/> Basal	<input type="checkbox"/> Comp Literacy
<input type="checkbox"/> Other	

Intensive Reading Intervention Provided	
Name of interventionist	<input type="text" value="Reading Specialist Name"/>

Essential Elements Addressed	
<input type="checkbox"/> Phonemic Awareness	<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Vocabulary	<input type="checkbox"/> Fluency
<input type="checkbox"/> Phonics	<input type="checkbox"/> Other

Program	
<input checked="" type="checkbox"/> Published Program	<input type="checkbox"/> Computer Assisted
<input checked="" type="checkbox"/> Targeted Small Group	<input type="checkbox"/> Other

When Service Will Take Place		
<input type="checkbox"/> Before School	<input checked="" type="checkbox"/> After School	<input checked="" type="checkbox"/> During School Hours

Session Frequency		
<input type="radio"/> Daily	<input checked="" type="radio"/> Weekly	<input type="radio"/> Bi-weekly
<input type="radio"/> Monthly	<input type="radio"/> Quarterly	<input type="radio"/> Other

Number of Minutes Per Session	
Minutes	<input type="text" value="45"/>

Notes/Comments
<input type="text"/>

*Educators can complete the IRI by selecting the areas already identified or they have the flexibility add services to the IRI*

# Academic Improvement Plan (AIP)

## 2013-2014 Academic Improvement Plan (AIP) for Literacy

District:	Academics Plus School District	Student Name:	Last, First
School:	Academics Plus	Student ID:	0000000000
Principal:	<input type="text"/>	Parent/Guardian:	Last, First
Teacher:		Grade Level:	05
Previous Teacher:	<input type="text"/>	Tested Grade:	04

Criterion Referenced Test:		Norm Referenced Test:	
Proficiency Level:	N/A	NPR:	26
Scaled Score:	N/A	Scaled Score:	156

Strand	MC	OR
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### Additional Areas to Diagnose

### Areas for Growth

### When Service Will Take Place

Before School
  After School
  During School Hours

### Session Frequency

Daily
  Weekly
  Bi-weekly  
 Monthly
  Quarterly
  Other

### Standards-based Supplemental Strategies to Bring Student to Proficient

## Intervention History

Revision Date / User	Element Name	Original Value	New Value
Revised by ade/hglover on 8/1/2014 8:33 PM	Instructional Support Services	Learning Lab	Targeted Small Group Instruction

*AIPs can be created for any student in the following areas:*

- Literacy*
- Mathematics*
- Science*

# Student Academic Report (SAR)

Student Academic Report						
District:	Academics Plus School District	Student Name:	Last, First			
School:	Academics Plus	Student ID:	0000000000			
Principal:		Parent/Guardian:	Last, First			
Teacher:		Grade:	04			
Assessment						
Benchmark, 2013						
Subject Area	Status	Cut Score	Proficiency Level			
Literacy	264	500	BB	B	P	A
Mathematics	558	500	BB	B	P	A
Grades						
Current Course Grades						
Course	Instructor	Session 1	Session 2	Session 3	Session 4	
Grade 4 Language Arts	Teacher	97				
Grade 4 Language Arts	Teacher	81				
Grade 4 Reading	Teacher	94				
Attendance & Tardies						
Days Absent						
Total Days	3					
Grading Period 1	1					
Grading Period 2	2					
Grading Period 3	0					

Grading Period	In attendance (%)	Absent (%)
Grading Period 1	98.0%	2.0%
Grading Period 2	95.0%	5.0%
Grading Period 3	100.0%	0.0%
Average	97.9%	2.1%

*Educators can generate a SAR for any student at anytime throughout the year.*

- *Student Demographic Information*
- *Assessments*
- *Grades*
- *Attendance & Tardies*
- *Discipline*

# Arkansas StudentGPS Dashboards

*The StudentGPS dashboards aggregate data from existing sources to show a comprehensive view of each student (including items such as student demographic information, schedule, attendance, assessment data, grades, and discipline) as well as roll-up views of the data for classrooms, schools and districts.*

*The dashboards serve as a valuable instructional tool at the classroom, building, and district levels and there is no cost to the district to take advantage of the dashboards.*

*All districts will have access to the dashboards beginning in August 2014.*



# Local Assessments



**Clint Arnold**

Not Actual  
Student Data

Student Lists

Local Ass

11/3/2013 - 2nd Grade - DIBELS Next

Hide Rows with No Score

Name	Composite Score	Strand #1	Strand #2	Strand #3	Strand #4	Strand #5
Jane Smith	<input type="text"/>					
Jan Smith	<input type="text"/>					
Jennifer Smith	<input type="text"/>					
Jenny Smith	<input type="text"/>					
Jim Smith	<input type="text"/>					
Jon Smith	<input type="text"/>					
John Smith	<input type="text"/>					
Jonathan Smith	<input type="text"/>					
Johnny Smith	<input type="text"/>					
Johnson Smith	<input type="text"/>					
June Smith	<input type="text"/>					
June Smith	<input type="text"/>					
Junie Smith	<input type="text"/>					

Ability to enter assessment data for the following assessments identified by educators.

- DIBELS 6<sup>th</sup>
- DIBELS Next
- STAR
- DSA
- DRA

# Local Assessments

All DIBELS (Most recent scores for all students)

DATE	STUDENT	GRADE	DIBELS NEXT COMPOSITE SCORE	FIRST SOUND FLUENCY (FSF)	LETTER NAMING FLUENCY (LNF)	PHONEME SEGMENTATION (PSF)	NONSENSE WORD FLUENCY (NWF)	DIBELS ORAL READING FLUENCY (DORF)	DAZE
<b># of Students with Mastery of Skill</b>				<b>1 of 10</b>	<b>1 of 10</b>	<b>1 of 10</b>	<b>1 of 10</b>	<b>2 of 10</b>	<b>2 of 10</b>
11/3/2013	Gotch, Sean	2nd	198	■	■	■	■	■	■
11/5/2013	Hobbs, Trenlan	1st	238	●	●	■	■	■	■
11/3/2013	Holland, Melissa	2nd	170	■	■	■	■	■	■
11/3/2013	Jones, Kandl	2nd	180	■	■	■	■	■	■
11/5/2013	Kalnz, Matthew	1st	168	■	■	■	■	■	■
11/3/2013	Matthews, Clinton	2nd	185	■	■	■	■	■	■
11/5/2013	Mills, Willie	1st	245	■	■	●	●	●	■
11/3/2013	Thompson, Whitt	2nd	169	■	■	■	■	■	■
11/5/2013	Victors, Harry	1st	190	■	■	■	■	■	■
11/5/2013	Williams, Todd	1st	205	■	■	■	■	●	●

# Interventions Tab



**Blanca L. Aguiar**

State ID#234567



Grade 9

**Not Actual  
Student Data**

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**Student  
Information**

**Academic  
Dashboard**

**Transcript**

Overview

Attendance  
and Discipline

State  
Assessments

Local  
Assessments

Grades  
and Credits

Advanced  
Academics

College and Career  
Readiness

**Interventions**

## INTERVENTIONS

### INTERVENTION OVERVIEW

<b>Intervention Type</b>	Academic Intervention Plan	<b>Subject</b>	Mathematics	<b>Benchmark Frequency</b>	Bi-monthly	<b>Additional Areas to Diagnose</b>
<b>Intervention Specialist</b>	Jane Doe	<b>Performance Level</b>	Below Basic	<b>Last Occurance</b>	2/15/13	<b>Areas for Growth</b>
<b>Current Teacher</b>	Misty Jones	<b>Strands of Focus</b>	Algebra	<b>Time</b>	During Free Period	
<b>Previous Teacher</b>	Dana Harwin		Number & Operations	<b>Intervention Frequency</b>	Weekly	
<b>Start Date</b>	11/11/12			<b>Instructional Support</b>	1-1 Instruction	
<b>End Date</b>						
						<a href="#">Link to Intervention Management System</a>

*Local Assessments and the Interventions tab will be available in the dashboards in August 2014.*

# Arkansas Student Intervention System



<https://adeasis.arkansas.gov>

## Student Academic Report

District  
School:  
Principal:  
Teacher:

Student Name:  
Student ID:  
Parent/Guardian:  
Grade:

### Assessment

#### Benchmark, 2013

Subject Area	Status	Cut Score	Proficiency Level			
Mathematics	568	700	BB	B	P	A
Literacy	612	600	BB	B	P	A

### Grades

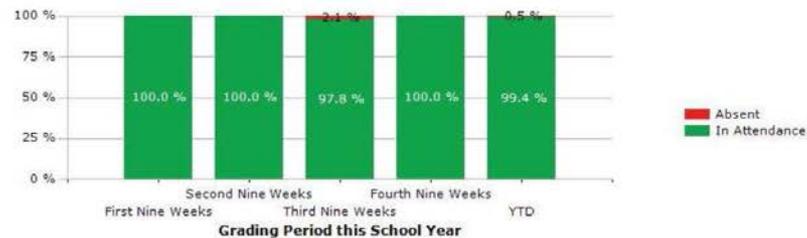
#### Current Course Grades

Course	Instructor	Session 1	Session 2	Session 3	Session 4
Introduction to Theatre	W. Adams	86	80	81	79
Algebra I	C. Wilson	54	56	45	40
Science	S. Smith	75	73	70	68
English Language Arts	P. Jones	91	90	92	89
Arkansas History	R. Williams	80	75	77	74
Physical Education	S. Thompson	95	90	89	85
Art	L. Jefferson	92	88	90	86

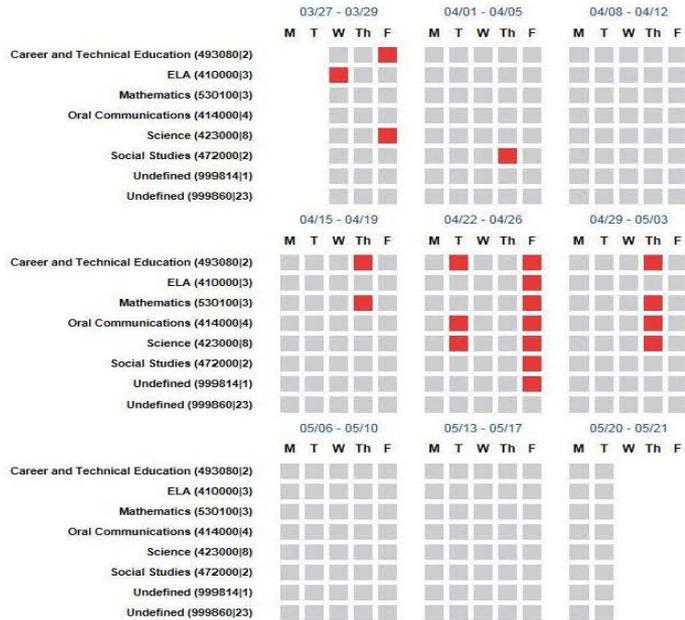
### Attendance & Tardies

#### Days Absent

Total Days	13
Grading Period 1	1
Grading Period 2	3
Grading Period 3	3
Grading Period 4	5



## Daily Attendance & Tardy Calendar



In Attendance
  Absent
  Tardy

\*Does not account for missing roll occurrences  
 \*\*Not all courses meet daily

### Discipline

#### Infractions

Level	Goal	Total Number
State Reportable Offenses	0	2
Local Code of Conduct	0	0

#### Infractions Log

Date	Incident Code	Incident Description	Action
5/1/13	1235	Fighting	Suspended (3 Days)
5/22/13	5785	Student Assault	Suspended (10 Days)

## 2013-2014 Academic Improvement Plan (AIP) for Mathematics

District:	Arkansas School District	Student Name:	Bayer, Linda
School:	Elementary School	Student ID:	123456789
Principal:	Deshon, Kaitline	Parent/Guardian:	Shakespeare, Peggy
Teacher:	Coppola, Renee	Grade Level:	K
Previous Teacher:		Tested Grade:	N/A

Criterion Referenced Test:

Proficiency Level: NA  
Scaled Score: NA

Norm Referenced Test:

NPR:  
Scaled Score:

Brand	MC	OR
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Area for Further Assessment

Detail/Notes

Instructional Support Services to be Provided

<input type="checkbox"/> Learning Lab	<input type="checkbox"/> 1-1 Instruction
<input type="checkbox"/> Computer Assisted Instruction	<input checked="" type="checkbox"/> Targeted Small Group Instruction

When Service Will Take Place

<input checked="" type="checkbox"/> Before School	<input type="checkbox"/> After School	<input type="checkbox"/> During School Hours
<input type="checkbox"/> Extended Year	<input type="checkbox"/> Saturday School	<input type="checkbox"/> Double Booking

Session Frequency

<input checked="" type="checkbox"/> Daily	<input type="checkbox"/> Weekly	<input type="checkbox"/> Bi-weekly
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly	<input type="checkbox"/> Other

Number of Minutes Per Session

Minutes	20
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Standard-based Supplemental/Remedial Strategies to Bring Student to Proficiency

## Evidence of Frequent Monitoring/Progress of Learning

Assessments

Begin Date:

Service to be discontinued:

Signing this document affirms you understand the roles and responsibilities regarding this plan.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal/Designee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\* Students who do not participate in the remediation plan will be retained. (Ark. Ann. Code 15-2003)

## Intervention History

Revision Date / User	Element Name	Original Value	New Value
Revised by: sdeinglauer on 6/1/2014 8:33 PM	Instructional Support Services	Learning Lab	Targeted Small Group Instruction