



AGENDA

STATE BOARD OF EDUCATION

November 14, 2014

Arkansas Department of Education

ADE Auditorium

9:00 AM

[Back](#) [Print](#)

Reports

Report-1 Chair's Report

Presenter: Sam Ledbetter, Chair

Report-2 Commissioner's Report

Presenter: Tony Wood, Commissioner

Report-3 Recognition of the 2015 Arkansas Superintendent of the Year - Dr. Tony Thurman

Recognition of the 2015 Arkansas Superintendent of the Year - Dr. Tony Thurman

Presenter: Tony Wood

Report-4 Special Committee on Academic Distress

Presenter: Vicki Saviers, Chair

Report-5 Update on Content Standards and Assessment

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness.

Presenter: Dr. Debbie Jones

Report-6 Data Quality Report

The Division of Research & Technology leads the Department's efforts relating to state and federal reporting, electronic transcripts, technical support and data-driven decision making tools for educators, such as the ADE Data Center and StudentGPS Dashboards. This brief presentation will highlight data quality initiatives and share recent information system projects.

Presenter: Cody Decker

Report-7 ForwARd Partnership for Arkansas Education – Quarterly Update

The Walton Family Foundation and the Winthrop Rockefeller Foundation will provide an update on the ForwARd initiative, a partnership with the Arkansas Department of Education to develop a comprehensive plan to strengthen public education in Arkansas with targeted recommendations for academically distressed schools and districts.

Presenter: *Kathy Smith, Senior Program Officer - Walton Family Foundation and Cory S. Anderson, Vice President – Winthrop Rockefeller Foundation*

Minutes
State Board of Education Meeting of the
Special Committee on Academic Distress
Tuesday, October 14, 2014

The State Board of Education Special Committee on Academic Distress met Tuesday, October 14, 2014, in the Auditorium of the Department of Education Building. Chair Vicki Saviers called the meeting to order at 1:00 p.m.

Present: Vicki Saviers, Chair; Sam Ledbetter; Toyce Newton; and Diane Zook

Absent: None

Work Session

Review Data and Information Pertaining to the Academic Distress Schools in the Little Rock School District

Ms. Saviers said on March 28, 2014 at the Special Board Meeting, Chair Gullett appointed a special committee to study chronically underperforming school districts. Chair Gullett requested Ms. Saviers, Ms. Newton, and Mr. Ledbetter serve on the special committee, with Ms. Saviers serving as chair of the committee.

Ms. Saviers said the State Board of Education classified Schools in Academic Distress on July 10, 2014. She said the Special Committee on Academic Distress would review the schools classified as Academic Distress Schools in the Little Rock School District.

Little Rock School District Representatives:

- Dr. Dexter Suggs, Superintendent
- Dennis Glasgow, Associate Superintendent of Accountability
- Marvin Burton, Deputy Superintendent
- Henry Anderson, Principal of McClellan High School
- Larry Schleischer, Principal of Hall High School
- Wanda Ruffins, Principal of Cloverdale Aerospace Technology Charter School
- Katina Ray, Principal of Baseline Elementary School
- Greg Adams, President LRSD School Board
- Frank Williams, Principal of Henderson Middle School
- Jeremy Owoh, Principal of J. A. Fair High School

Additional Little Rock School District representatives were in attendance.

External Provider: none

ADE Staff:

Elbert Harvey, Coordinator for Public School Accountability
Dr. Richard Wilde, Director of School Improvement
Dr. Robert Toney, School Improvement Specialist
Lisa Knoedl, School Improvement Specialist
Chantel'e Williams, School Improvement Specialist
Kyron Jones, School Improvement Specialist
Roxey Browning, School Improvement Specialist
Dr. Debbie Jones, Assistant Commissioner of Learning Services
Additional ADE staff members were in attendance.

Ms. Saviers said this was an informal meeting to determine barriers and solutions to the success of these schools. She said the purpose of the meeting was to examine data, talk to people in the schools and identify next steps.

The following schools have been classified as academic distress:

Baseline Elementary School
Cloverdale Aerospace Technology Center
Hall High School
Henderson Middle School
J.A. Fair High School
McClellan Magnet High School

Superintendent Suggs said he was hired to improve student learning. He focused on the restructuring of the curriculum and instruction division.

Mr. Glasgow explained that historical classroom walk-through data showed mostly whole group instruction with low levels of instruction and compliant engagement of students. He said the district wanted a plan in which the central office could pay attention to the implementation. He highlighted the focus points of the improvement plan to include teachers designing lesson plans with eight essential components and principals monitoring the lesson plans for these components. He said schools would utilize leadership teams to examine data and make shared decisions. He said the central office had let the schools down because they did not follow through with support.

Dr. Wilde said an ADE team reviewed the information available regarding the schools. He said the use of data and the science of school improvement is not applied uniformly across schools. He said this year the LRSD has embraced the ADE team. Dr. Wilde said constant change in leadership has brought no cumulative benefit to the district. He recommended a memorandum of understanding (MOU) with a principal about the expectations and commitment between district and principal. He recommended spreading literacy across the school. He also recommended stabilizing the superintendent's position.

Dr. Suggs said he has had an opportunity to listen and learn about the district over the past year. He said the LRSD has silos of excellence and distress. He

said the district needed to put students first and monitor it. He said this plan was more conducive to what the district needed to do, not relying on programs or vendors. He said he was concerned about the sense of urgency needed and the stamina to stay with it to see it through for results. He said he was concerned about the grit to make hard decisions. Dr. Suggs said the district had become an employment agency and has failed generation after generation of students. He said the district would have to ensure that they are willing to do something different - be bold, courageous, and intentional in the work.

Ms. Newton said it was egregious to allow this lack of progress to continue. She said the district needed to have an attitude to do what works for students. She said the district does not need a system feeding poor performance.

The committee members asked questions of the group regarding the current status of the work and the outcomes or expected outcomes of the work in the schools classified in academic distress in the Little Rock School District.

Mr. Adams said the enrollment in the distress schools have declined while the percentage of high-poverty students has increased. He said parents have more choices and this increases the urgency to do something. He said Dr. Suggs' comments about the history of change in leadership were a concern. He said the public perception of the past twenty years overshadows the current school board's attempt to work together. He said the school board members know they need to have these hard conversations and set the bar higher.

Mr. Ledbetter said that he heard commitment to this plan but would need to see success.

LRSD Board Members expressed their commitment to working together to assist schools in academic distress and other schools on needs improvement list. The following LRSD Board Members addressed the State Board:

Joy Springer
Tara Shephard
Diane Curry
Jim Ross
Leslie Fiskien

Ms. Saviers called upon each building principal to provide a few words about their school. Each principal highlighted the work being done to implement progress.

Ms. Newton said this meeting was an opportunity to memorialize the LRSD commitment. She said the young people should come back and demand an accounting because the district was on the record to do the right thing.

Ms. Saviers said she would make a recommendation that LRSD come back in three (3) months with a progress report of the plan. Ms. Zook outlined questions that should be answered in the progress report.

Adjournment

The meeting adjourned at 3:13 p.m.

Minutes recorded by Deborah Coffman.

**State Board of Education
Division of Learning Services
November 2014 Report
Debbie Jones, Ed.D.**

LEARNING SERVICES

Members of Learning Services have visited educational cooperatives to share timely information with cooperative directors, specialists, and superintendents throughout the state. The information shared target areas of change or those that most significantly impact school operations. Topics include the following: digital learning, Dyslexia, Schools of Innovation, assessment, and transition courses. You may find the PowerPoint on the Arkansas Department of Education website under Related Files: [Learning Services Update \(Fall 2014 Revised\)](http://www.arkansased.org/divisions/learning-services/) [<http://www.arkansased.org/divisions/learning-services/>]

College and Career Readiness Report

Advanced Placement (*Attachment: Arkansas Public Schools Overview 2013-2014 by College Board*)

Access to challenging course work is an essential step in college and career readiness.

Arkansas has made a great commitment to expanding access to challenging course-work for students across the state. As a result, students have made gains in participation and success.

- 32.7% of Arkansas public high school 11th and 12th graders took at least one AP Exam in 2014, up from 8.4% in 2004.
- 10.8% of Arkansas public high school 11th and 12th graders scored a 3 or higher on an AP exam, up from 3.8% in 2004.
- 18.3% of Arkansas public high school 11th and 12th grade AP examinees who scored a 3 or higher were from low-income households, compared to 7.1% in 2004.

2013-2014 Comparison for Graduating Seniors

- 25,547 Arkansas students took at least one AP exam in 2014 which was an increase of 4.9% compared to 2013 and 44,424 exams were taken in 2014, an increase of 4.4% compared to 2013.
- 14,146 scores of 3-5 were reported for 2014, an increase of 6.4% over 2013.
- Most populations reported improvement in 3-5 scores with an increases of the following: Asian 15.5%, Black 17.3%, Mexican American 15.2%, Other Hispanic 30.5%, and White 4.1%.

PSAT/NMSQT Results

The PSAT/NMSQT given voluntarily at the district level provides a baseline for analyzing student progress and serves as an early indicator of student potential. School districts may select between the ACT PLAN or the PSAT for free administration to students. This assessment may be administered the first semester to 10th or 11th grade students on a voluntary basis.

- Among Arkansas's PSAT assessed students, 31.2% participated in 2013 compared to 38.3% of students nationally.

- 11,272 students took the PSAT in Arkansas in 2013 with the following increases reported: .1% mean critical reading, .4 mean mathematics, .4 mean writing compared to the nation which reported decreases in each of the areas of reading, mathematics and writing.

CURRICULUM & INSTRUCTION

College and Career Ready Transition Courses

A.C.A. § 6-15-2012 (2014) requires that before a student graduates from high school, he/she shall participate in a college readiness assessment and have the opportunity to take a transitional course designed to help the student reach college and career readiness standards. The high school shall award the same credit for a full math transition course as it does for a fourth-year mathematics course.

During the 2013-2014 school year, members of the curriculum and instruction unit worked in collaboration with Southern Regional Education Board (SREB) and members of other states to develop Math Ready and Reading Ready transition courses. These courses, now complete and in pilot stages, have been offered to Arkansas high schools for implementation in the 2015-2016 school year. The following are the College and Career Readiness Assessments with benchmarks as identified by the *Department of Higher Education policy 5.8 and 5.1*:

Math Ready Benchmarks

- TBD on the PARCC Algebra II End-of-Course Examination,
- 19 on the mathematics section of the ACT,
- 19 on the mathematics section of the PLAN,
- 42 on the mathematics 10th grade PSAT,
- 46 on the mathematics 11th grade PSAT
- 41 on the COMPASS Algebra test,
- 39 on the ASSET Intermediate Algebra test, or
- 460 on the math portion of SAT,

Literacy Ready Benchmarks

- TBD on the PARCC Grade 11 English Language Arts\Literacy Assessment,
- 19 on the English section of the ACT,
- 15 on the English PLAN,
- 44 on the 10th grade writing PSAT,
- 47 on the 11th grade writing PSAT
- 80 on the COMPASS Writing Skills Test,
- 45 on the ASSET Writing Skills Test, or
- 450 on the writing SAT

Learning Services released [Commissioner's Memo LS-15-028](#)

<https://adesharepoint.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1355&Source=1>

[e=https%3A%2F%2Fadesharepoint%2Earkansas%2Egov%2Fmemos%2FLists%2FApproved%2520Me mos%2FAIItems%2Easpx](https://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/arkansas-k-12-science-standards)] regarding the SREB Math Ready and Literacy Ready Courses.

Science Framework Revision

As per our process for revising standards, the Curriculum and Instruction unit is moving forward with our work to create the new Arkansas K-12 Science Standards. In August, we launched a new science webpage (<http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/arkansas-k-12-science-standards>) on the Curriculum and Instruction page of the ADE website. The science implementation timeline and strategic plan, foundational documents, and communication tools can be found there. As prescribed in law, we received an excellent external review of the 2005 Arkansas Science Curriculum Frameworks by Dr. William Penuel of the University of Colorado who is an expert in state science standards, curriculum development, and professional development. His recommendations were shared with the Arkansas K-8 Science Committee during the first 3-days of work in October as we prepared to map the Next Generation Science Standards into Grades K-8 to fit Arkansas curriculum mandates. The science committee is composed of a passionate group of 44 educators from around the state: K-8 science teachers, principals, higher education faculty members, and science instructional facilitators from districts, educational cooperatives, and STEM centers. The committee will meet again in November and February to complete the work on the new K-8 science standards for Arkansas. We hope to bring the K-8 standards to the SBE for consideration for adoption in April. We will begin working on the 9-12 standards this summer.

Science Professional Development

ADE professional development unit is providing state-initiated science professional development designed to prepare educators for the implementation of the Arkansas K-12 Science Standards. The newest PD opportunities are being specifically designed to support elementary teachers. This includes a three-day, summer workshop followed by classroom follow-up as well as an elementary science safety awareness video. These opportunities will provide elementary teachers with tools and strategies to support high-quality, student-centered, science instruction while also including explicit connections to literacy and math. In addition, ADE is providing extensive professional development for the twenty-five science specialists housed at the educational cooperatives and university STEM centers; enabling them to be better prepared to support schools and teachers in making these transitions.

Assessment

At the K-8 Science Committee meeting in October, ADE assessment unit shared student performance trends on past science assessments in Arkansas. The committee then experienced interactive, science assessment items from the National Assessment of Educational Progress (NAEP). This led to a productive discussion about the possibility of changes in the way science is assessed in our state.

DIGITAL PROVIDERS

The 2015-2016 application to become an approved digital provider for Arkansas schools is available on the ADE website. The application, due on January 9, was approved by the Board

as an attachment to the ADE Rules Governing the Digital Learning Act of 2013. A technical assistance webinar was held on October 21, and it can be accessed on the web.

STUDENT ASSESSMENT

The assessment unit is currently conducting regional trainings throughout the state for PARCC assessment. In addition to technical training, ADE assessment leaders will assist school district testing coordinators with scheduling should assistance be necessary.

ADE has submitted a request to the U.S. Department of Education to modify the ESEA Waiver and allow the following changes:

1. Algebra II and Grade 11 ELA/literacy shall be optional assessments administered at the discretion of the district.
2. Students enrolled in a credit bearing Algebra I or Geometry course in middle school will not be required to take both the Grade 7/Grade 8 PARCC assessment and the high school course assessment. The student will take only Algebra I or Geometry, the class in which the student is enrolled.

In addition to grades 3-8, Arkansas high schools will participate fully in the 9th and 10th grade literacy, Algebra 1 and Geometry PARCC assessments.

EDUCATIONAL OPTIONS

Schools of Innovation

Interest by districts in the school of innovation designation remains high. The application form was revised significantly for the 2015-2016 cycle. A technical assistance meeting is scheduled for the last week of October with another to follow in December.

Arkansas - Public Schools Overview 2013-2014

		SAT®									
		Arkansas - Public Schools					Total Group - Public Schools				
		Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Mean	Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Mean
Gender	Total	924	100%	574	571	554	1,306,039	100%	492	501	478
	Change from last year	+3.2%		+2	+1	0	+0.8%		0	-2	-2
	Female	541	58.5%	561	549	549	709,160	54.3%	489	487	483
	Change from last year	+6.7%		-8	-5	-8	+0.6%		0	-2	-2
	Male	383	41.5%	591	602	560	596,879	45.7%	495	518	472
	Change from last year	-1.3%		+15	+11	+10	+1.0%		0	-2	-3
Ethnic Group	American Indian	10	1.1%	539	549	513	8,257	0.6%	479	478	455
	Change from last year	+11.1%		-71	-40	-50	-0.2%		+2	-3	-1
	Asian	94	10.2%	571	623	564	129,570	9.9%	525	573	525
	Change from last year	+8.0%		+17	+9	+14	+3.1%		+2	-2	+5
	Black	78	8.4%	505	504	492	184,942	14.2%	426	423	412
	Change from last year	-13.3%		+27	+33	+17	+1.4%		0	-2	0
	Mexican American	31	3.4%	542	532	530	109,782	8.4%	445	458	438
	Change from last year	+47.6%		-14	-1	0	+6.2%		-1	-3	0
	Puerto Rican	6	0.6%	558	537	540	22,294	1.7%	450	447	436
	Change from last year	+100.0%		-	-	-	+3.7%		-2	-5	-4
	Other Hispanic	22	2.4%	499	480	483	128,765	9.9%	442	451	434
	Change from last year	-15.4%		-24	-53	-8	+7.5%		-1	-3	-1
	White	660	71.4%	586	577	563	658,511	50.4%	524	530	507
	Change from last year	+5.1%		-3	-3	-5	-1.2%		+2	-1	-1
	Other	14	1.5%	571	561	556	40,328	3.1%	498	501	486
Change from last year	-12.5%		-45	-28	-35	+2.6%		+2	0	+1	
No Response	9	1.0%	607	577	596	23,590	1.8%	443	443	425	
Change from last year	-40.0%		+18	+4	+74	-19.3%		-19	-22	-22	

		PSAT/NMSQT® - Junior									
		Arkansas - Public Schools					Total Group - Public Schools				
		Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Skills Mean	Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Skills Mean
	Total	4,896	100%	50.4	51.7	49.4	1,288,553	100%	46.8	48.1	45.2
	Change from last year	-9.8%		+0.5	+0.8	-0.4	+2.2%		-0.2	+0.1	-0.5
	Female	2,865	58.5%	49.9	50.4	49.5	690,038	53.6%	47.1	47.3	45.9
	Change from last year	-9.3%		+0.8	+1.2	0.0	+1.9%		0.0	+0.2	-0.4
	Male	2,024	41.3%	51.0	53.5	49.3	593,785	46.1%	46.5	49.0	44.4
	Change from last year	-10.2%		0.0	+0.3	-0.8	+2.7%		-0.6	-0.2	-0.6
	American Indian	57	1.2%	50.5	51.0	49.7	9,085	0.7%	44.6	45.3	42.5
	Change from last year	+39.0%		+0.8	0.0	-0.1	+5.4%		-0.3	+0.1	-0.2
	Asian	249	5.1%	52.0	56.3	50.7	110,117	8.5%	51.0	55.7	49.4
	Change from last year	+4.6%		+0.5	+0.8	0.0	+3.2%		-0.1	+0.2	-0.3
	Black	612	12.5%	42.9	44.0	42.1	156,014	12.1%	40.8	41.1	39.4
	Change from last year	-21.8%		0.0	+0.4	-0.4	+2.3%		-0.1	+0.4	-0.2
	Mexican American	223	4.6%	46.6	47.1	44.7	120,311	9.3%	41.8	43.1	40.7
	Change from last year	-2.2%		+1.0	-0.4	-1.2	+6.7%		-0.1	-0.1	-0.8
	Puerto Rican	8	0.2%	56.3	49.3	52.3	19,214	1.5%	41.8	42.2	40.0
	Change from last year	-50.0%		+6.0	-0.9	+1.2	+4.3%		0.0	+0.6	0.0
	Other Hispanic	141	2.9%	47.5	48.5	45.2	122,210	9.5%	41.4	42.6	40.1
	Change from last year	+3.7%		+1.9	+2.1	+0.7	+7.7%		-0.2	+0.1	-0.7
	White	3,409	69.6%	52.0	53.2	51.2	650,376	50.5%	50.0	51.1	48.2
	Change from last year	-10.3%		+0.2	+0.6	-0.6	-0.2%		-0.2	+0.1	-0.4
	Other	71	1.5%	50.1	49.6	49.1	41,758	3.2%	46.1	46.9	44.4
Change from last year	-19.3%		+2.3	+0.7	+1.3	-1.0%		-0.3	+0.1	-0.5	
No Response	126	2.6%	49.1	50.1	47.3	59,468	4.6%	43.2	44.1	41.6	
Change from last year	+28.6%		+3.0	+2.0	+0.9	+9.6%		0.0	+0.6	+0.1	

		AP®							
		Arkansas - Public Schools				Total Group - Public Schools			
		Number of Test-Takers	% of Total	Number of Exams Taken	Number of Scores 3-5	Number of Test-Takers	% of Total	Number of Exams Taken	Number of Scores 3-5
Gender	Total	25,547	100%	44,424	14,146	2,032,637	100%	3,595,705	2,053,009
	Change from last year	+4.9%		+4.4%	+6.4%	+5.8%		+6.2%	+6.6%
	Female	15,004	58.7%	25,662	7,397	1,144,973	56.3%	1,976,955	1,072,346
	Change from last year	+5.3%		+5.4%	+7.0%	+6.2%		+6.9%	+7.8%
	Male	10,543	41.3%	18,762	6,749	887,664	43.7%	1,618,750	980,663
	Change from last year	+4.3%		+3.2%	+5.7%	+5.4%		+5.5%	+5.3%
Ethnic Group	American Indian	238	0.9%	394	116	11,826	0.6%	19,344	8,578
	Change from last year	-7.0%		-10.7%	-7.2%	+7.6%		+9.2%	+9.3%
	Asian	931	3.6%	2,345	1,172	253,243	12.5%	541,718	368,074
	Change from last year	+6.4%		+14.4%	+15.5%	+5.7%		+6.2%	+7.1%
	Black	3,520	13.8%	5,738	597	172,583	8.5%	269,968	77,890
	Change from last year	+7.2%		+6.5%	+17.3%	+8.2%		+8.8%	+12.0%
	Mexican American	1,284	5.0%	2,155	613	185,079	9.1%	312,523	127,016
	Change from last year	+6.4%		+2.2%	+15.2%	+8.2%		+9.1%	+12.4%
	Puerto Rican	54	0.2%	92	36	21,691	1.1%	35,314	15,632
	Change from last year	-1.8%		-11.5%	0.0%	+7.7%		+9.0%	+11.0%
	Other Hispanic	910	3.6%	1,556	432	173,629	8.5%	294,110	125,924
	Change from last year	+18.6%		+17.6%	+30.5%	+10.1%		+11.2%	+12.7%
	White	17,751	69.5%	30,799	10,820	1,113,785	54.8%	1,954,232	1,239,701
	Change from last year	+4.2%		+3.6%	+4.1%	+4.5%		+4.7%	+4.8%
	Other	412	1.6%	737	236	67,235	3.3%	122,657	69,957
Change from last year	+13.5%		+7.4%	+7.3%	+3.5%		+4.1%	+5.2%	
No Response	447	1.7%	608	124	33,566	1.7%	45,839	20,237	
Change from last year	-13.5%		-15.2%	-6.8%	+9.7%		+11.6%	+15.2%	

		PSAT/NMSQT® - Sophomore									
		Arkansas - Public Schools					Total Group - Public Schools				
		Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Skills Mean	Number of Test-Takers	% of Total	Critical Reading Mean	Mathematics Mean	Writing Skills Mean
	Total	11,272	100%	41.1	42.2	40.4	1,435,463	100%	41.9	42.8	40.4
	Change from last year	-13.0%		+0.1	+0.4	+0.4	+5.5%		-0.5	-0.1	-0.6
	Female	5,882	52.2%	41.5	42.0	41.3	736,770	51.3%	42.6	42.6	41.5
	Change from last year	-11.4%		+0.2	+0.5	+0.3	+5.1%		-0.2	+0.1	-0.5
	Male	5,301	47.0%	40.6	42.5	39.4	689,785	48.1%	41.2	43.1	39.3
	Change from last year	-14.5%		-0.2	+0.4	+0.5	+6.0%		-0.9	-0.3	-0.6
	American Indian	133	1.2%	39.5	40.4	38.5	11,578	0.8%	39.1	39.9	37.3
	Change from last year	-9.5%		-0.1	-0.2	+1.5	+7.8%		-0.8	+0.1	-0.4
	Asian	305	2.7%	45.0	47.7	43.2	104,343	7.3%	46.7	50.9	45.0
	Change from last year	-23.9%		+1.5	+1.8	+1.6	+3.3%		-0.3	+0.1	-0.2
	Black	1,698	15.1%	36.3	37.7	35.8	214,324	14.9%	37.1	37.5	35.9
	Change from last year	-30.0%		+0.1	+1.3	+1.0	+2.8%		-0.8	+0.2	-0.6
	Mexican American	649	5.8%	37.3	38.1	36.6	147,891	10.3%	37.7	38.7	36.7
	Change from last year	-35.6%		-0.8	-0.2	-1.0	+9.3%		-0.6	-0.2	-1.0
	Puerto Rican	19	0.2%	40.3	40.0	39.2	24,802	1.7%	37.8	38.2	36.3
	Change from last year	-29.6%		-0.9	-0.7	-0.5	+4.5%		-0.6	+0.4	-0.3
	Other Hispanic	834	7.4%	36.5	37.3	36.1	156,017	10.9%	37.8	38.7	36.6
	Change from last year	+62.3%		-1.6	-1.6	-1.2	+10.2%		-0.7	0.0	-0.9
	White	6,897	61.2%	43.3	44.3	42.5	632,606	44.1%	45.4	46.1	43.7
	Change from last year	-10.2%		+0.1	+0.1	+0.2	+3.8%		-0.4	-0.2	-0.5
	Other	213	1.9%	37.7	38.6	37.0	49,883	3.5%	41.0	41.7	39.6
Change from last year	+4.4%		-2.1	-1.7	-1.8	+5.9%		-0.6	+0.1	-0.4	
No Response	524	4.6%	39.1	40.5	38.6	94,019	6.5%	38.6	39.6	37.3	
Change from last year	-3.3%		+0.3	+2.0	+1.3	+12.8%		-0.5	+0.5	-0.2	

Note: Mean scores are reported when there are five or more test-takers. AP scores are reported when there are five or more exams taken by five or more test-takers.

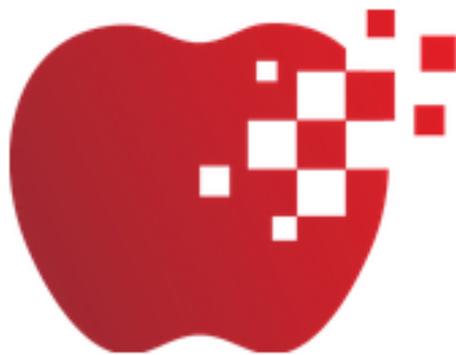
State Board of Education
Division of Research & Technology Report
November 14, 2014
Mr. Cody Decker, Assistant Commissioner of Research & Technology

The Division of Research & Technology strives to utilize technology to enhance the quality of education for Arkansas's teachers, students, parents, and other educational stakeholders by providing timely and accurate information using high quality data and tools that are easy to use, powerful, cost effective and readily accessible. In addition to the tools provided, Research & Technology works diligently to ensure the integrity and confidentiality of educational data. The division provides FERPA compliant tools targeted toward various educational stakeholders: educators, policy makers, state and federal governmental agencies, researchers and the public. In 2013, the Data Quality Campaign announced Arkansas was one of two states across the nation to ensure effective data use in education.

The Research and Technology Division spearheads several multidivisional projects that reach outside of the agency, impacting stakeholders at all levels. The recently revamped ADE Data Center is one of the largest of these pursuits. The ADE Data Center is a collection of system tools and reports for educators, parents and anyone interested in official data from the Department of Education. In addition to serving as the launch page for various Research and Technology project implementations, including the Arkansas Educator Licensure System, Arkansas School Performance Report Card System, and the Arkansas Student Intervention System, the ADE Data Center provides a single place to access tools for data-driven decision making for all levels of stakeholders.

Stakeholder feedback from across the state ensures the systems being built are designed to meet the needs of Arkansas educators. The Arkansas StudentGPS Dashboards were developed in collaboration from stakeholders. This FERPA compliant dashboard system serves an innovative instructional tool to facilitate data driven decision making throughout the education system. The dashboards compile existing information collected from the various information technology systems and deliver the data in intuitive and meaningful data presentations, such as historical graphs and calendar views that can be generated with a single click of the mouse. StudentGPS enable educators to spend less time locating information and more time on classroom instruction.

To maximize investments in data systems, minimize data risks, and improve data quality, all stakeholders must achieve a common understanding and commitment to ensuring student privacy. Research and Technology strives to preserve the integrity and confidentiality of protected information by following applicable laws and best practices related to data privacy. The ADE recently appointed Ms. Holly Glover to serve as its Director of Data Use & Privacy. In this role, Ms. Glover will lead the Department's efforts to further the state of data-driven decision making while safeguarding the privacy of confidential information. A brochure is enclosed to highlight several key information systems provided by the Research & Technology Division.



ADE DATA CENTER

ENTERPRISE DATA SYSTEMS

Informing Policy • Equipping Educators • Preserving Privacy





The ADE Data Center is a collection of data systems, data tools, and reports for educators, policy makers, teachers, parents, school districts, and anyone interested in official data from the Arkansas Department of Education (ADE). This site is maintained by the ADE Division of Research & Technology, and most data is provided by Arkansas public school districts.

For Public



ACT Reports



Archive Reports Center



Arkansas Educator Licensure System



Arkansas School Performance Report Card



Contact Person Address Book



Course Code Management System



District Access Information



Job Code Management System



LEA Management System



Statewide Information System Reports

For Educator



Schools of Innovation



Duplicate Enrollment Audit System



Cohort Graduation Rate System



Online Forms



Public School Choice System



School Board Professional Development



Standards Annual Accreditation System



Arkansas studentGPS Dashboards



Statewide Information System



Triand



For Public



ACT Reports: <https://adedata.arkansas.gov/actreports/>

The ACT Reports shows High-School to College Success Reports by Arkansas State, District, High School and College-levels hierarchy.



Archive Reports Center: <https://adedata.arkansas.gov/arc/>

The Archive Reports Center (ARC) houses the historical and archived Districts, School Reports, State Reports and the Annual Measurable Objectives (AMOs) Reports.



Arkansas Educator Licensure System: <https://adeaels.arkansas.gov/>

The Arkansas Educator Licensure System (AELS) Public Site allows public access to educator licensure data. Educator licensure data may be searched for any Arkansas-licensed educator by entering known public information, such as the educator's last name and first name.



Arkansas School Performance Report Card: <https://adesrc.arkansas.gov/>

The Arkansas School Performance Report Card (SRC) is the new School Performance Report card website housing the current School Report Card data.



Contact Person Address Book: <https://adedata.arkansas.gov/cpab/>

The Contact Person Address Book (CPAB) is one stop guide for all levels (Co-op; District and School) of LEA contact person's (coordinator's) information for the current school year.



Course Code Management System: <https://adedata.arkansas.gov/ccms/>

The Course Code Management System (CCMS) is an online listing of all active; ADE approved courses for the school year with their necessary requirements.



District Access Information: <https://adedata.arkansas.gov/dai/>

The District Access Information (DAI) lists the district's SSO Active Directory Account Manager; SSO Cognos Group Manager; SSO StudentGPS (Ed-Fi) Manager; Cycle Coordinator and, UNIX account managers by each District.



Job Code Management System: <https://adedata.arkansas.gov/jcms/>

The Job Code Management System (JCMS) lists both certified and class job codes, job titles, required licensure codes and applicable student grade ranges for a the licensure code.



LEA Management System: <https://adedata.arkansas.gov/leams/>

The LEA Management System (LEAMS) is one stop guide for all active LEA's (Local Education Agency) for the current school year. LEAMS displays LEA information (LEA Number and LEA Name) along with address information for all the LEA's across the state and has four major segments namely, Co-operatives; Districts; Schools and Counties.



Statewide Information System Reports: <https://adedata.arkansas.gov/statewide/>

The system houses number of publicly accessible reports ranging from school year 2004-2005 to current school year on Statewide Information System (SIS) Report. Data Reports are available for a variety of subject areas at the State, County, District and School levels. The reports are generated from the district-certified data available in the ADE's State Data Warehouse.



For Educators



ADE Schools of Innovation: <https://adedata.arkansas.gov/soi/>

The Division of Research and Technology in partnership with the Arkansas Department of Education Learning Services developed the Schools of Innovations (SOI) Application in compliance with the State of Arkansas Act 601 of 2013. Districts will be submitting the “Schools of Innovation” application online and uploading supporting documentation.



Duplicate Enrollment Audit System: <https://adedata.arkansas.gov/deas/>

The Division of Research and Technology worked with Arkansas Department of Education Office of Financial Accountability and Reporting to launch a the Duplicate Enrollment Audit System (DEAS) to manage students who appear to be enrolled in more than one school district simultaneously. The system, designed to speed response time, allows districts to review each student and confirm to the department of Education that corrections have been made using the online DEAS interface.



Cohort Graduation Rate System: <https://adedata.arkansas.gov/cgrs/>

The Division of Research & Technology in partnership with Public School accountability launched the Cohort Graduation Rate Review & Corrections System (CGRS). The CGRS is designed to improve the data quality of the four-year adjusted cohort graduation rates at the school, district and state levels. The system is pre-loaded with data for the current school year cohort graduates. This tool is designed to allow authorized district staff to request a change to student-level data from the ADE Public School Accountability Division. This system will allow for the correction of mistakes and the inclusion of student-level changes prior to the final graduation rate submission.



Online Forms: <https://adedata.arkansas.gov/onlineforms>

The Online Forms is a one-stop solution for districts to enter data related to various online forms namely Advanced Placement Incentive Program Expenditure Report; ALE Program Description Approval Submission Form; Application for Program Approval for Gifted/Talented Education; Charter School Open Enrollment; and, Minority Recruitment Plan.



Public School Choice System: <https://adedata.arkansas.gov/pscs/>

The Division of Research and Technology in partnership with the Arkansas Department of Education Legal Services has developed the Public School Choice Data Tracking System (PSCS) in compliance with the Arkansas Public School Choice Act 1227 of 2013. PSCS collects data from school districts on the number of applications for student. The statute also requires the ADE to study the effects of school choice transfers under the Act 1227 of 2013, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregated impact has occurred to any school district.



School Board Professional Development: <https://adedata.arkansas.gov/schoolboardprodev/>

The Division of Research & Technology in partnership with Public School Accountability launched the School Board Training Hours (SBTH) website. Each district shall enter the names of school board members and their training hours obtained from January 1 through December 31, 2013, using the School Board Training Hours entry tool. A statement of the hours of training and instruction obtained by each board member in the preceding year shall be made a part of the annual school performance report required under Ark. Code Ann. § 6-15-1402.



Standards Annual Accreditation System: <https://adedata.arkansas.gov/saas/>

The Standards Annual Accreditation System enables the public to view school district accreditation reports approved by the Arkansas Department of Education and enables school districts to view data which forms the annual accreditation report. ADE approved accreditation reports are publicly accessible while preliminary accreditation reports are restricted to authorized school district personnel.

***Note: Educator tools below are accessible using Triand Account.**



ARKANSAS STUDENTGPS DASHBOARDS



About the Dashboards

The Arkansas StudentGPS Dashboards empower educators with relevant, timely, student-centric information that will enhance data-driven decision making in the classroom to improve student achievement.

In the 2013-2014 school year, districts that have implemented eSchoolPlus (Phases 1-3) have access to the dashboards. All remaining districts will be able to utilize StudentGPS in the 2014-2015 school year.

<https://adeedfidemo.arkansas.gov>

Username: 4401 Edfi Teacher

Password: ade2013

Features

Student Demographics	Attendance
Tardy Data	Grades
Credit Accumulation	Transcript
Program Status	Advanced Academics
Parent/Guardians	Discipline
College & Career Readiness	GPA

More Features Coming Soon!



For more information on StudentGPS including tutorials, calendars, and upcoming training opportunities, scan the QR code or use web link below
<https://adedata.arkansas.gov/sgps/>

Holly Glover
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ARKANSAS
DEPARTMENT
OF EDUCATION

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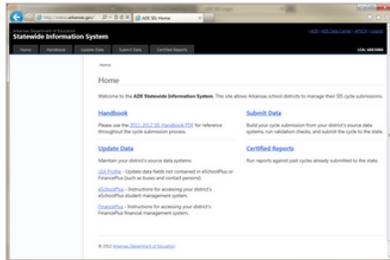


SIS



Arkansas Department of Education
Statewide Information System

Research and Technology
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201
Phone: (501) 682-5157 Fax: (501) 683-3108
Email: ADESIS.Programmers@arkansas.gov



Statewide Information System

<https://adesis.arkansas.gov>

The Statewide Information System (SIS) is a web-based system developed by the Arkansas Department of Education's Research and Technology Division to enable school districts to submit and certify data to the State. The system will be used by school districts using eSchoolPlus software. The system has the capability to pull data from various source systems like StudentPlus/eSchoolPlus and, FinancePlus districts pertaining to Student Management System (SMS) and Financial Management System (FMS) on a nightly as well as on-demand basis as required by school districts. The SIS Cycle Submission process was developed to replace an existing system through which districts reviewed summarized financial and student information before submitting and certifying the data to the State.

Web-Based SIS Resources:

[SIS Cycle Instructions for Web-Based System](#)

[Page 3637 Instructions for Web-Based System](#)

[Web-Based SIS Presentation - 2013 ADE Data Conference](#)

STATEWIDE INFORMATION SYSTEM

PAST

- Legacy SIS: Year 1997 - 1998
- Source Systems: StudentPlus and Finance Plus
- Data Nine Times/Year from School Districts
- Based on Informix and 4GL/Genero programs and coding standards
- Legacy Graphical Use Interface – No Mouse; Limited Interaction
- Process is time consuming, laborious and prone to data errors, may take 3+ hours/district
- Fax/Paper Resubmission Requests
- Districts "Pull" Data from Source Systems to State; errors are in the form of Phase 0, 1, 2

CURRENT

- Web-Based SIS: Year 2011 - 2012
- Source Systems: eschoolPlus and FinancePlus
- Data Collected Nightly and On-Demand
- Architected on modern Microsoft .NET and Microsoft SQL Server technologies
- Web-Based Graphical User Interface; Extremely User Friendly
- Real-Time Data Feeds and Status Monitoring possible
- Electronic Resubmissions
- Online "Warnings" and "Errors" alert Districts of Potential Data Quality Issues

WEB-BASED SIS FEATURES

- Dynamically handle multiple source systems
 - StudentPlus
 - FinancePlus
 - eSchoolPlus
 - LEA Profile/SIS Global
- Process district data on a nightly basis
 - Every district will be processed.
 - Current cycle build process is automatic.
 - Multi-threading to meet processing window.
- Allows districts to update source systems
- Allow districts to view errors/warnings
- Allow districts to start manual build/validate/submit
- Allow districts to request a resubmission of a past cycle

SIS IMPORTANT CONTACTS

WEB-LINKS

• ADE SIS Launch Pad - <https://adedata.arkansas.gov/sis/>

• ADE SIS Website - <https://adesis.arkansas.gov/>

• Access - <https://adedata.arkansas.gov/security/>

(Download and Submit/Fax Cycle Coordinator - Web-Based SIS form to ADE)

SUPPORT E-MAIL

• ADE SIS Support E-mail: ADESIS.Programmers@Arkansas.Gov

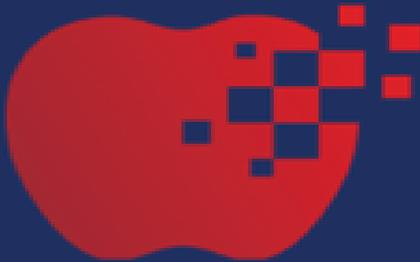


ARKANSAS DEPARTMENT OF EDUCATION

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Mr. Tony Wood
Commissioner

Mr. Mike Hernandez
Deputy Commissioner



ADE DATA CENTER
ENTERPRISE DATA SYSTEMS
Informing Policy - Equipping Educators - Preserving Privacy

Mr. W. Cody Decker
Assistant Commissioner & CIO

Division of Research and Technology
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Little Rock, AR 72201
Phone: 501-371-5005
Website: <https://adedata.arkansas.gov/>



To: Arkansas State Board of Education

From: Kathy Smith, Walton Family Foundation
Sherece West-Scantlebury, Winthrop Rockefeller Foundation

Date: October 28, 2014

Re: ForwARd Partnership for Arkansas Education Update – October 2014

Please find below an update on the ForwARd partnership for Arkansas education. We look forward to continuing to work in collaboration with the Arkansas Department of Education and stakeholders across the state to strengthen our K-12 system and academically distressed schools and districts. This report provides an update on key progress since August 2014: 1) consultant selected to facilitate strategic planning process, 2) leadership committee and working groups formed, and 3) manager of the Forward initiative hired.

CONSULTANT SELECTED TO FACILITATE STRATEGIC PLANNING PROCESS

In September 2014, the Walton Family Foundation (WFF) and the Winthrop Rockefeller Foundation (WRF) convened an ad hoc advisory committee to consider firms to facilitate the ForwARd strategic planning process. The firms responded to a request for proposals developed by WFF and WRF staff. Ms. Deborah Coffman, chief of staff, participated in the advisory committee on behalf of the Arkansas Department of Education.

After presentations by each of the finalists, the advisory committee recommended the Boston Consulting Group (BCG) to facilitate the planning process. The advisory committee noted BCG's expertise in public education systems and experience working with the private, public, and nonprofit sectors to address critical challenges and reform systems.

Based on this recommendation and other considerations, WFF and WRF contracted with BCG to facilitate the planning process. We expect BCG's initial engagement to span approximately one year, culminating with the completion of a P-16 Education Strategic Plan in summer 2015. BCG will facilitate the process in three overlapping phases:

- **Phase 1:** *Develop a State of Education in Arkansas Report to Establish a Common Fact Base*
- **Phase 2:** *Identify and Convene Stakeholders as Part of a Strategic Planning Process*
- **Phase 3:** *Produce a P-16 Education Strategic Plan with Specific Recommendations for Distressed Schools and Districts*

WFF and WRF will incur all costs associated with the development of this strategic plan and related deliverables. We look forward to a productive partnership with BCG over the next several months.

LEADERSHIP COMMITTEE AND WORKING GROUPS FORMED

Our foundations continue to engage stakeholders in dialogue about the data that will result from ForwARd, the urgent need for systemic reform, and the scale of change required for Arkansas's education system to become the finest public education system in the nation. In order to ensure statewide ownership and engagement in the planning process, we are in the process of assembling a leadership committee, steering committee, and working groups that will be responsible for shaping the planning process. Through a strategic committee structure, we seek to build a diverse coalition of Arkansan leaders to ensure that the ForwARd initiative leads to transformative student impact in our K-12 system and our state's academically distressed schools and districts.

During an ad hoc organizing committee meeting in early November 2014 of public, private, and civic leaders, our foundations will gain input on permanent committee members to become the voice and strategic guide for the initiative. These leaders will also be responsible for ensuring the implementation of the resulting P-16 strategic plan. We expect to formally interview, vet, and select leaders for the initiative by early December 2014.

MANGER OF FORWARD INITIATIVE HIRED

In October 2014, WFF and WRF hired Mr. Jared Henderson as manager of the ForwARd initiative. As manager, Mr. Henderson is responsible for coordination of the firm hired to facilitate the plan, the lead partners of the initiative, and the committees and working groups that are supporting the planning process.

Mr. Henderson also leads the Arkansas region for Teach For America and previously served as an education and nonprofit consultant for McKinsey and Associates. He holds BA degrees in Computer Science and Physics from the University of Arkansas in Fayetteville, an MBA from Harvard Business School, and was a Dean's Fellow at the Harvard Kennedy School of Government.

If you have any questions or concerns regarding the content above, please do not hesitate to contact WFF or WRF.