AGENDA
STATE BOARD OF EDUCATION

October 9, 2015

Arkansas Department of Education

ADE Auditorium

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: *Toyce Newton*

Report-2 Commissioner's Report

Presenter: *Johnny Key*

Report-3 Learning Services Report

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-4 Learning Services Professional Development Annual Report

The annual professional development report provides a summary of participation data from the 2014-15 professional development cycle.

Presenter: *Dr. Debbie Jones and Kevin Beaumont*

Report-5 Update on Assessment

This information is provided to update the State Board of Education on ACT and ACT Aspire implementation.

Presenter: *Hope Allen*

Report-6 Computer Science Report

A monthly report will be provided to update the State Board on the progress of Governor Asa Hutchinson's Computer Science Initiative.

Presenter: *Anthony Owen*

Report-7 My Child/My Student Report

The ADE Communications Unit provides a quarterly report about the My Child/My Student public awareness campaign. The latest campaign resources are available on the ADE website at http://www.arkansased.gov/divisions/communications/my-childmy-student.

Presenter: *Kimberly Friedman*

Report-8 Special Committee on Academic Distress

Blytheville High School - A New Tech School and Blytheville Middle School, Blytheville School District were classified as Academic Distressed on February 12, 2015. On September 11, 2015 the Special Committee on Academic Distress met with representatives from the Blytheville School District.

Presenter: *Diane Zook*

Report-9 ESEA Flexibility: Focus and Priority Schools

Arkansas' ESEA Flexibility request has been renewed for one year. The ADE team met with schools that have been identified as a focus school or priority school. The presentations are posted on the ADE website at http://www.arkansased.gov/esea-flexibility.

Presenter: *Annette Barnes*

Report-10 Educator Effectiveness

The Educator Effectiveness Unit provides a report on progress across the state.

Presenter: *Ivy Pfeffer*

State Board of Education
Learning Services Report
October 2015
Debbie Jones, Assistant Commissioner - Learning Services

College Board Arkansas Public Schools Overview 2014-2015

The College Board's stated priority of the nation is that as many students as possible graduate from high school ready for college and career. Their programs provide the Scholastic Aptitude Test (SAT), Advanced Placement (AP) and the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) which provides AP potential data to be used at the school level.

Arkansas law is supportive of the AP program through §6-15-1203 whose goal is to:

1. Increase the number of students enrolled in Advanced Placement mathematics, science, and English;
2. Increase the number of students who score three (3) or more on Advanced Placement exams;
3. Reduce the participation gaps and performance gaps in Advanced Placement classes between African-American, Hispanic, and Caucasian students;
4. Help public high schools develop strong and successful Advanced Placement programs;
5. Enhance and augment Advanced Placement policies and initiatives in Arkansas;
6. Provide Advanced Placement Training and Incentive Programs in every public high school that elects to participate and strengthen its Advanced Placement program; and
7. Increase the number of students prepared to enter science, technology, engineering, and mathematics fields in higher education or related training and occupations.

The established AP/International Baccalaureate (IB) rules requiring weighted credit for designated AP and IB courses will be contingent upon the AP teacher obtaining training; the student taking the entire AP or the entire IB course; the student completing the applicable test offered by the College Board for AP courses at the end of the AP course or the applicable IB test.

PSAT/NMSQT:

- In October 2014, 17,038 public school students benefited from taking the PSAT/NMSQT, compared to 16,527 in 2013 and 15,069 in 2010.
- 36.5% of the 11,304 tenth grade PSAT/NMSQT takers were on track for college readiness.
- 56.2% of the 4,263 eleventh grade PSAT/NMSQT takers were on track for college readiness.
- With the next administration of the PSAT/NMSQT, the ADE will share the AP Potential template and request this communication go home to all students who indicated they have AP Potential.

SAT:

- 952 graduating students in Arkansas public schools took the SAT; these college-bound seniors accounted for 3% of the total 2015 graduating class.
- 641 (67.3%) of SAT takers in the class of 2015 met the SAT College and Career Readiness Benchmark.

Advanced Placement:

- In 2015, the most popular AP exams were English Language, English Literature, US History, World History, Biology, Calculus, Psychology, and Statistics.
- 25,757 public school students took an AP exam in 2015, an increase of 0.8% over 2014 (25,547), and an increase of 21.8% over 2011 (21,149).
- In 2015, public school students took 44,951 AP exams, an increase of 1.2% over 2014 (44,424), and an increase of 23.9% over 5 years (36,288 AP exam takers in 2011).
- Participation by all groups has increased except for Black and White students where there was a decrease of 2.0% and 2.2%, respectively in 2015. (However, 1,020 students, a 128% increase, entered "no response" rather than an ethnic group identifier.)
- 8,680 students or 33.7% of AP Exam takers scored 3 or higher on at least one AP Exam in May 2015, an increase of 1.1% over 2014 scores (8,584) of 3 or higher, and an increase of 27.5% over 2011 scores (6,810) of 3 or higher.
- 14,391 AP exams received scores of 3 or higher in 2015 compared to 14,146 in 2014, an increase of 1.7%, and 10,949 in 2011 (an increase of 31.4% over 5 years).
- Performance of students with scores of 3 or higher increased for all groups, except White where there was a decrease of 2.2%; Hispanic students increased by 15.3%; Asian students increased by 13.0%; and Black students increased by 2.7%.

District AP Scores are attached.

Gifted & Talented Unit Report

The request for proposals process for Academic Enrichment for the Gifted/Talented in Summer (AEGIS) programs is open and proposals for grants to conduct programs for the summer of 2016 will be accepted until November 6, 2015. The summer enrichment programs for gifted students in grades 7-12 may focus on the areas of science, mathematics, literature and communications, social studies, computer science, arts and music, and foreign languages.

With the addition of another Program Advisor, the unit will be able to provide technical assistance visits to school districts on a three-year-cycle to promote better gifted services to students in the State.

Professional Development

Math & Science Partnership

Professional Development, Curriculum and Instruction, and the HSU ERZ Collaborate for a Professional Development Opportunity- August 28-29, 2015

Two days of professional development were provided at Henderson State University for the state science and math specialists, and the Math and Science Partnership project directors and observers in the Garrison Center at HSU. Working through the office of the Educational Renewal Zone at Henderson, under the leadership of Paulette Blacknall, arrangements were made to host 70 state leaders in mathematics and science. Kevin Beaumont, Cathy Mackey, and Bill Nielsen along with Rene' Carson coordinated the effort to involve STEM Center specialists, education cooperative specialists, as well as, the Math Science

Partnership project directors and observers from universities working with professional development in the schools throughout the state.

All participants received training in the Reformed Teaching Observational Protocol (RTOP). The training was provided by two members of the Educational Assessment Staff from the University of Alabama at Birmingham, Rachael Cochran and Jason Fulmore. The purpose of the training was to teach participants how to observe teachers who have received training through ADE or MSP professional development and determine if the professional development provided made significant changes in classroom pedagogy or lessons in math and science classrooms. The participants practiced coding the protocol while watching videoed lessons in various types of classrooms. The observational protocol provides descriptions of classroom behaviors that can be used to determine the effectiveness of the training in content and implementation of the standards. These observations will help our providers determine if modifications are needed when planning future professional development opportunities.

Math Unit

Summer 2015 has been a productive time for the ADE-funded Math Specialists in supporting Arkansas K-12 math teachers with their professional learning. Four new state-initiated math professional development events were facilitated by the math specialists this summer to address identified areas of need by teachers in the implementation of the Arkansas Math Standards for grades 5-12. These included the following:

- High School Vectors – 8 sessions across AR;
- High School Proofs & Reasoning in Geometry – 9 sessions across AR;
- Middle School Statistics – 15 sessions across AR; and
- Middle School Integers – 12 sessions across AR.

In addition to the new state-initiated trainings, the math specialists facilitated over 50 other state-initiated trainings for K-12 math teachers to support their learning needs for the implementation of the AR K-12 Math Standards. These included approximately:

- 30 sessions across AR addressing K-4 mathematics;
- 10 sessions across AR addressing 5-8 mathematics; and
- 10 sessions across AR addressing high school mathematics.

Math specialists also provided over 80 customized learning opportunities across AR this summer. Customized sessions are usually developed by the math specialists to focus on math topics in more depth than state-initiated trainings. They could include appropriate uses of technology in the math classroom as an instructional tool by the teacher and/or learning tool by the students. The customized trainings were developed based on specific school, district, and/or regional needs in a math specialist's region. These sessions included approximately:

- 25 sessions across AR addressing K-4 mathematics;
- 15 sessions across AR addressing 5-8 mathematics;
- 25 sessions across AR addressing high school mathematics; and
- 15 sessions across Arkansas addressing K-12 mathematics.

Science Unit

This summer over 1,100 teachers attended state-initiated science professional development. Overall, based on survey data, these teachers indicated an increased level of understanding of the three-dimensional structure of the new Arkansas Science Standards as well as their ability to develop lessons to meet these standards. While this is a good start, on-going PD will be needed to support the implementation of the new science standards beginning next school year.

The change in science assessment, testing only three times to being tested in grades 3-10, seems to be driving a renewed interest in science instruction, and, therefore, professional development and school-based support, particularly at the elementary level. Over the next several months, ADE will continue to provide professional development for the science specialists housed at the cooperatives and university STEM centers. The focus of this PD will be to empower these specialists to better support teachers as they develop and/or implement science lessons. Throughout this school year, the science specialists will also continue their work with teachers and administrators to build school-level capacity for the implementation of the new Arkansas K-8 Science Standards.

Arkansas - Public Schools

Summary by District: AP®

2015	AP 2015		
District	Test Takers	Total Exams Taken	Number of Exams with Scores 3, 4 or 5
Alma School District 30	146	257	73
Alpena School District 5	22	30	5
Arkadelphia School District 1	188	483	45
Arkansas Department of Education	768	1,553	605
Armorel School District 9	17	19	4
Ashdown School District 31	118	241	22
Atkins School District	65	136	29
Augusta School District 10	13	16	3
Bald Knob School District	42	63	5
Barton-Lexa School District	52	84	0
Batesville School District	129	186	57
Bauxite School District 14	104	170	19
Bay School District	10	12	0
Bearden School District 53	37	66	0
Beebe School District	123	253	132
Benton School District 8	222	428	202
Bentonville School District 6	1,263	2,408	1,429
Bergman School District 3	26	32	8
Berryville School District 27	80	133	57
Bismarck School District	38	56	15
Blevins School District	16	18	2
Blytheville School District	88	162	4
Booneville School District	103	138	29
Bradford School District	10	10	1
Brinkley School District B	58	61	2
Brookland School District	114	161	51
Bryant School District 25	657	1,223	416
Buffalo Island Central School District 40	16	19	1
Cabot Public School District	378	680	368
Caddo Hills School District			
Calico Rock School District	13	16	5
Camden-Fairview School District 16	159	252	19
Carlisle School District	42	53	4
Cave City School District 2-A	50	72	4
Cedar Ridge School District	44	58	7
Cedarville School District 44	43	51	10
Centerpoint School District	79	127	32
Charleston School District	45	47	6
Clarendon School District 6	32	54	3
Clarksville School District 17	47	59	12
Cleveland County School District	58	99	3
Clinton School District 1	37	45	7
Concord School District 3	17	22	0
Conway School District	546	1,000	616
Corning School District 8	38	68	6
Cotter School District 60	23	26	3
County Line School District	22	31	15
Cross County School District 7	29	36	0
Crossett School District 52	136	241	44
Cutter Morning Star School District 21	11	11	4
Danville School District	35	40	6
Dardanelle School District	98	175	33
Decatur School District 17	15	18	1
Deer Mount Judea School District	13	15	0
Dequeen School District 17	42	59	16
Dermott School District	26	34	0

Dequeen School District 17	42	59	16
Dermott School District	26	34	0
Des Arc School District 5	22	33	0
Dewitt School District 1	75	118	12

2015	AP 2015		
District	Test Takers	Total Exams Taken	Number of Exams with Scores 3, 4 or 5
Dierks School District	30	52	12
Dollarway School District 2	57	84	2
Dover School District 17	130	224	38
Drew Central School District 5	22	31	8
Dumas School District	124	227	34
Earle School District	34	35	1
East End School District 1	21	30	2
East Poinsett County School District 14	42	66	1
El Dorado School District 15	348	683	160
Elkins School District 10	46	77	15
Emerson-Taylor-Bradley School District			
England School District	29	36	1
Eureka Springs School District	30	47	17
Farmington School District 6	172	296	104
Fayetteville Public School District	686	1,381	930
Flippin School District	30	34	7
Fordyce School District 39	54	89	0
Foreman School District	29	45	4
Forrest City School District	69	85	4
Fort Smith Public Schools	879	1,726	782
Fouke School District 15	52	64	6
Fountain Lake School District	65	85	15
Genoa Central School District	29	59	6
Gentry School District 19	42	55	13
Glen Rose School District	26	36	13
Gosnell School District 6	38	43	2
Gravette School District 20	94	127	28
Green Forest School District	67	122	28
Greenbrier School District	391	719	168
Greene County Technical School District	195	325	86
Greenland School District 95	18	26	5
Greenwood School District	216	370	216
Gurdon School District	43	69	4
Guy Perkins School District	17	17	0
Hackett School District	24	32	1
Hamburg School District	160	256	37
Hampton School District 1	25	27	1
Harmony Grove School District	23	24	3
Harmony Grove School District 1	65	115	27
Harrisburg School District 6	41	72	4
Harrison School District 1	113	168	66
Hartford School District 94	10	11	1
Hazen School District	27	54	2
Heber Springs School District	41	69	23
Hector School District 59			
Helena-West Helena School District	81	120	3
Hermitage School District 12	21	34	1
Highland School District 42	62	94	14
Hope School District	33	45	0
Horatio School District 55	52	96	6
Hot Springs School District	21	33	11
Hoxie School District 46	42	74	2
Hughes School District 27	17	24	0
Huntsville School District 1	39	67	30
Izard County Consolidated School District 1			
Jackson County School District	51	73	9
Jasper Public School District 1	43	49	8
Jessieville School District	32	41	7
Jonesboro Public Schools	241	448	193
Junction City School District 75	38	55	1
Kirby School District 32			
Lafayette County School District	33	54	1
Lake Hamilton School District 5	282	608	195
Lakeside School District	32	38	2

Lake Hamilton School District 5	282	608	195
Lakeside School District	32	38	2
Lakeside School District 9	197	415	181

2015	AP 2015		
District	Test Takers	Total Exams Taken	Number of Exams with Scores 3, 4 or 5
Lamar School District 39	21	21	10
Lavaca School District	40	63	7
Lawrence County School District	62	81	8
Lead Hill School District	10	11	0
Lee County School District 1	30	41	3
Lincoln Consolidated School District 48	12	12	3
Little Rock School District	1,680	3,879	1,544
Lonoke School District	89	170	44
Magazine School District	13	15	1
Magnet Cove School District	24	30	4
Magnolia School District	188	321	123
Malvern Special School District	71	117	28
Mammoth Spring School District	14	20	3
Manila School District 15	51	77	1
Mansfield School District	30	49	11
Marion School District	148	262	29
Marked Tree School District 28	52	96	1
Marmaduke School District	39	51	10
Marvell School District 22	28	41	0
Mayflower School District	40	53	3
Maynard School District	30	52	0
McCrory School District 12	33	59	2
McGehee School District	46	90	5
Melbourne School District	22	27	5
Mena School District	65	79	10
Midland School District	24	30	4
Mineral Springs School District	19	27	0
Monticello School District 18	62	101	16
Mount Ida School District 20			
Mountain Home School District 9	127	143	54
Mountain Pine School District 46	26	34	5
Mountain View School District 30	41	57	10
Mountainburg School District 16	30	43	8
Mt Vernon-Enola School District	40	81	4
Mulberry Pleasant View County School District	27	30	1
Murfreesboro School District 16	28	36	2
Nashville School District 1	53	66	0
Nemo Vista School District 8	16	17	3
Nettleton School District	121	189	43
Nevada School District 1	11	13	1
Newport School District	72	81	7
Norfork School District	15	19	2
North Little Rock School District	396	519	86
Omaha School District 6	22	23	1
Osceola School District	25	52	2
Ouachita River School District	47	77	7
Ouachita School District	24	29	0
Ozark Mountain School District			
Ozark School District	12	13	2
Palestine Wheatley School District			
Pangburn School District	30	31	6
Paragould School District	186	246	30
Paris School District 7	32	47	13
Parkers Chapel School District	62	81	14
Pea Ridge School District	166	295	61
Perryville School District 7	34	48	12
Piggott School District 52	10	12	1
Pine Bluff School District	156	217	1
Pocahontas School District	146	239	56
Pottsville School District 61	46	70	31
Poyen School District 1			
Prairie Grove School District 23	229	399	124
Prescott School District 14	21	23	2
Pulaski County Special School District	815	1,629	368
Quitman School District 21	19	22	2

Pulaski County Special School District	815	1,629	368
Quitman School District 21	19	22	2

2015	AP 2015		
District	Test Takers	Total Exams Taken	Number of Exams with Scores 3, 4 or 5
Rector School District	25	43	1
Riverside School District 15	54	67	4
Riverview School District	53	112	12
Rogers Public School District 30	1,399	2,426	884
Rose Bud School District 35	29	40	6
Russellville School District	344	767	384
Salem School District	19	20	0
Scranton School District	20	31	0
Searcy County School District	23	25	12
Searcy School District	225	437	146
Sheridan School District	253	436	180
Shirley School District 3	13	13	0
Siloam Springs School District 21	194	297	148
Sloan Hendrix School District	37	41	0
Smackover-Norphlet School District	71	115	8
South Conway County School District	65	77	19
South Mississippi County School District 57	75	124	8
Southside School District	41	74	5
Southside School District 2	33	34	2
Spring Hill School District	35	49	3
Springdale School District 50	1,401	2,351	943
Star City School District 11	209	401	33
Stephens School District 13			
Strong-Huttig School District	18	19	4
Stuttgart School District 22	107	160	21
Texarkana Arkansas School District 7	272	494	88
Trumann School District 21	64	115	1
Two Rivers School District	20	20	1
Valley Springs School District 2	76	121	26
Valley View School District	188	231	78
Van Buren School District 42	465	719	218
Vilonia School District	140	214	110
Viola School District	20	23	0
Waldron School District	68	91	8
Warren School District 1	61	75	5
Watson Chapel School District 24	147	215	16
West Fork School District 141	50	75	24
West Memphis School District	154	224	24
West Side Public Schools	23	33	6
Western Yell County School District 9	22	25	0
Westside Consolidated School District 5	54	111	26
Westside Public Schools	17	17	0
White County Central School District	10	11	1
White Hall School District 27	214	361	59
Wickes School District 79	37	40	1
Wonderview School District	10	16	3
Woodlawn School District 6	54	59	4
Wynne School District 9	58	90	10
Yellville-Summit School District	46	78	22

Note: For AP, the count of Exams scored 3 or greater is reported for schools with 5 or more AP test takers. Cells are shaded where less than 10 test takers were reported for data security.

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ARKANSAS DEPARTMENT OF EDUCATION

Division of Learning Services
Curriculum, Instruction, and Professional Development

Professional Development Annual Report

September 2015

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I. Arkansas Department of Education Professional Development Staff

2014-2015

Kevin Beaumont, Professional Development Coordinator
Marshal Hurst, LDC/MDC Program Advisor
Vicki King, Dyslexia Specialist
Sheryl Norwood, Online Professional Development Specialist
Robert Caringola, Administrative Specialist III
Keisha Shelton, Administrative Specialist II

K-12 Literacy

*Jane Dearworth, K---12 Literacy Program Manager
Lisa Bailey, K---12 Literacy Specialist
*Karyl Bearden, K---12 Literacy Specialist
*Ashley Cooper, K---12 Literacy Specialist
Connie Echols, K---12 Literacy Specialist
Kathy Mascuilli, K---12 Literacy Specialist
Merlina McCullough, K---12 Literacy Specialist
Rebecca Naylor, K---12 Literacy Specialist
*Position vacated during the year

K-12 Mathematics

Dr. Bill Nielsen, K---12 Mathematics Program Manager
Tiffani Grayer, K---12 Mathematics Specialist

K-12 Science

Cathy Mackey, K---12 Science Program Manager

Math Science Partnership Grants

Rene Carson, MSP Grant Coordinator

Play It Again Arkansas

John Caldwell, Play It Again Arkansas Program Manager

2014-15 Literacy Specialists

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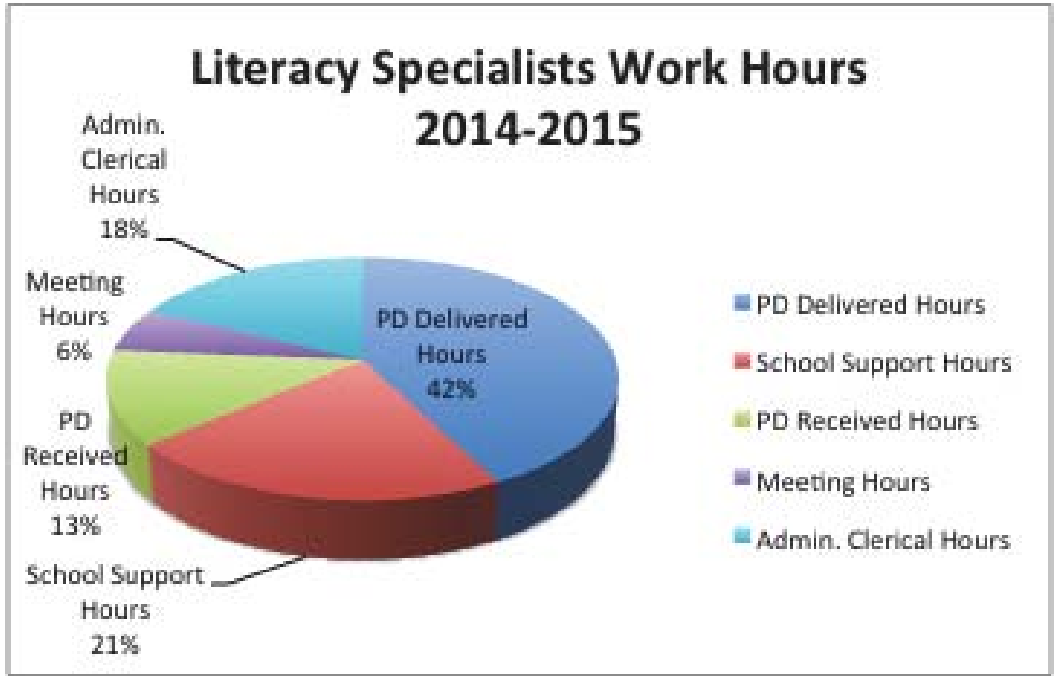
Ms.	**Sidwell**	**Elizabeth**	Western Arkansas Education Service Cooperative (WAESC)	liz.sidwell@wscstarfish.com
Ms.	**Henderson**	**Tiffany**	Wilbur D. Mills Education Service Cooperative (WMESC)	thenderson@wilbur.k12.ar.us
Mr.	**Moore**	**Greg**	Wilbur D. Mills Education Service Cooperative (WMESC)	gmoore@wilbur.k12.ar.us

Literacy Specialist Report Time Allocation 2014-2015

	Column1	Column2	Column3	Column4	Column5	Column6
Date	PD Delivered Hours	School Support Hours	PD Received Hours	Meeting Hours	Admin. Clerical Hours	Work Hours Total
14-Jun	4124.25	552.75	1305.5	171.25	1431.25	7585
14-Jul	5697	128.5	736	168.5	1149.75	7879.75
14-Aug	2839.00	1120	716.5	455.75	1924.75	7056
14-Sep	2072	2707	775	490.75	1129.75	7174.5
14-Oct	2811.75	2406.50	1208.50	447.50	1095.75	7970.00
14-Nov	1886	1742.25	772.25	381	923.25	5704.75
14-Dec	1619.75	1354.75	692	345.25	919	4930.75
15-Jan	2507	1835.75	618	440	1070.25	6471
15-Feb	1999	1155	968.25	411.5	924.75	5458.5
15-Mar	2470.75	995.25	367	407	1083.5	5323.5
15-Apr	2762	1606.5	1142.75	459.5	1181.75	7152.5
15-May	2781.25	1366.00	667.25	456.75	1233.00	6504.25
Totals	**33569.75**	**16970.25**	**9969.00**	**4634.75**	**14066.75**	**79210.50**
Percentage	**0.42**	**0.21**	**0.13**	**0.06**	**0.18**	



Literacy Specialists Work Hours	
PD Delivered Hours	0.42
School Support Hours	0.21
PD Received Hours	0.13
Meeting Hours	0.06
Admin. Clerical Hours	0.18

2014-15 Math Specialists

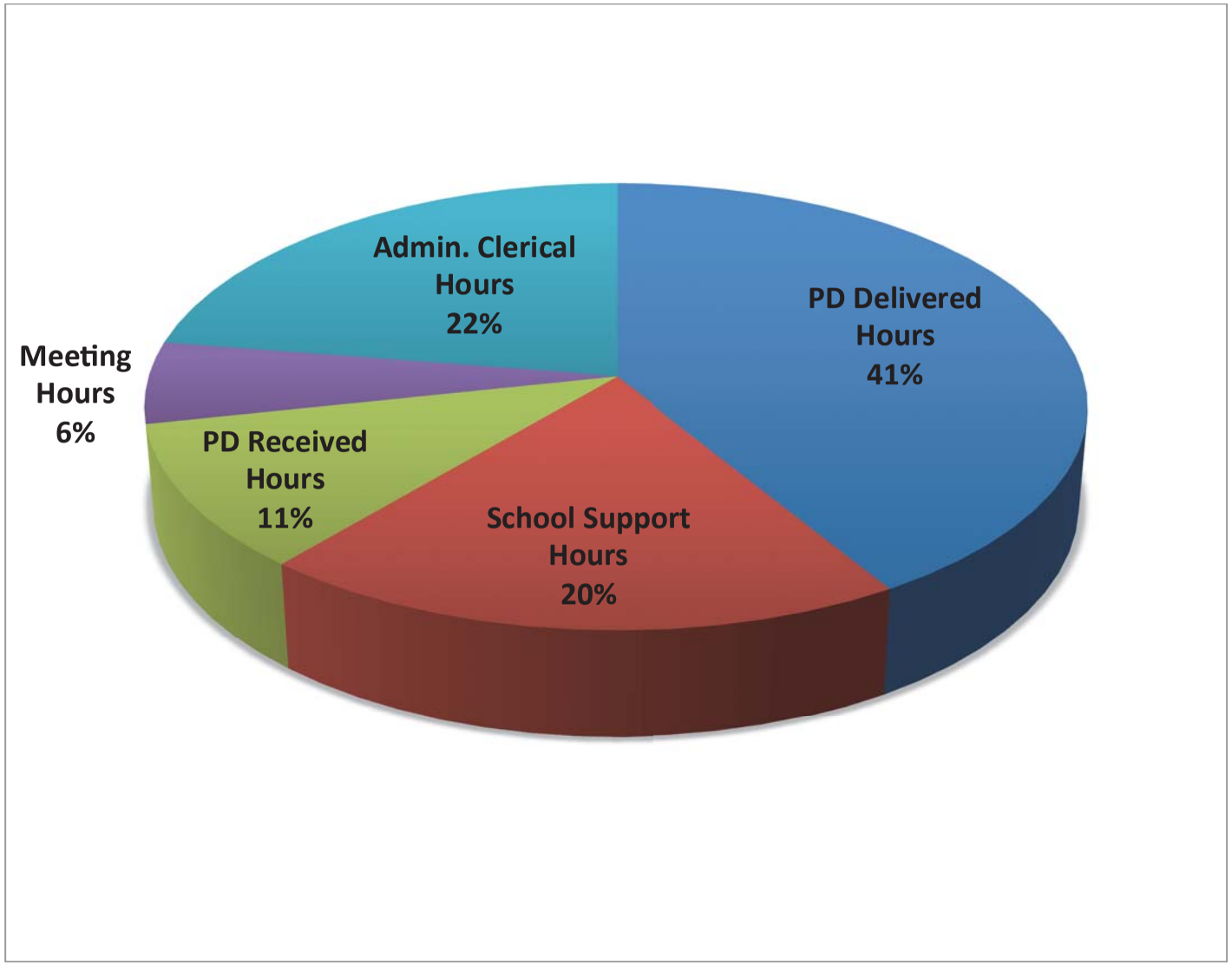
Title	Last Name	First Name	Education Cooperative/University Stem Center	Email
Mrs.	**Robertson**	**Belinda**	UCA STEM Institute, University of Central Arkansas	belindar@uca.edu
Mr.	**Brister**	**Tim**	Center for Math & Science Education, Harding University	tbrister@harding.edu
Mrs.	**Burnett**	**Sarah**	ATU STEM Institute	sburnett6@atu.edu
Mrs.	**Merritt**	**Cindy**	Northcentral Arkansas Education Service Center (NCAESC)	cindy.merritt@northcentral.k12.ar.us
Mrs.	**Pearce**	**Jody**	De Queen/Mena Education Service Cooperative (DMESC)	jody.pearce@dmesc.org
Mrs.	**Via**	**Nancy**	Arch Ford Education Service Cooperative (AFESC)	nancy.via@archford.org
Mrs.	**Carter**	**Heather**	Southeast Arkansas Education Service Cooperative (SEAESC)	h.carter@se2.k12.ar.us
Mrs.	**Barber**	**Carrie**	Dawson Education Service Cooperative (DESC)	carrieb@dawsonesc.com
Mrs.	**Rivers**	**Karen**	Arkansas Partnership for STEM Education, UALR	kyrivers@ualr.edu
Mr.	**Flud**	**Shane**	Ozarks Unlimited Resource Cooperative (OUR)	sflud@oursc.k12.ar.us
Mrs.	**Propps**	**Debbie**	Southwest Arkansas Education Service Cooperative (SWAESC)	debbie.propps@swaec.org
Mrs.	**Gibson**	**Danita**	Rural STEM Education Center, ASU	dgibson@astate.edu
Mrs.	**Bounds**	**Dianne**	Delta STEM Education Center, ASU	dbounds@astate.edu
Mr.	**Lee**	**James**	Crowley's Ridge Education Service Cooperative (CRESC)	jlee@crmail.k12.ar.us
Mrs.	**Parrish**	**Cheryl**	Crowley's Ridge Education Service Cooperative (CRESC)	cparrish@crmail.k12.ar.us
Mrs.	**Jennings**	**Angie**	Institute for Math & Science Education, UAFS	angie.jennings@uafs.edu
Mrs.	**Morrison**	**Debbie**	UAM STEM Center, UA – Monticello	morrisond@uamont.edu
Mrs.	**Allen**	**Pam**	Wilbur D. Mills Education Service Cooperative (WDMESC)	pallen@wilbur.k12.ar.us
Mr.	**Dunmire**	**Judy**	Guy Fenter Education Service Cooperative	judy.dunmire@WSCstarfish.com
Ms.	**McSpadden**	**Dona**	STEM Center for Mathematics & Science, UA Fayetteville	dlmcspad@uark.edu

Ms.	**Dougan**	**Kelli**	Northwest Arkansas Education Service Cooperative (NWAESC)	kdougan@starfishnw.org
Mrs.	**Pittman**	**Jeannie**	Great Rivers Education Service Cooperative (GRESC)	jpittman@griver.grsc.k12.ar.us
Mr.	**McMullen**	**Jim**	Northeast Arkansas Education Cooperative (NEAEC)	jmcmullen@nea.k12.ar.us
Mrs.	**Dennis**	**Deanna**	South Arkansas Mathematics and Science Center, Henderson State University	dennisd@hsu.edu
Mrs.	**Stinnett**	**Leah**	South Central Service Cooperative (SCSC)	leah.stinnett@scscoop.org

Math Specialists' Report – Time Allocation 2014---2015

Date	PD Delivered Hours	School Support Hours	PD Received Hours	Meeting Hours	Admin. Clerical Hours	Work Hours Total
June 2014	2830.00	143.25	378.00	175.25	863.75	4390.25
July 2014	3294.75	114.75	274.75	76.25	800.50	4561.00
Aug 2014	1615.00	564.00	280.75	220.50	1445.50	4125.75
Sept 2014	1166.25	1701.75	537.50	251.75	782.75	4440.00
Oct 2014	1448.75	1421.00	654.00	188.00	894.50	4606.25
Nov 2014	1446.75	813.25	319.75	212.25	615.00	3407.00
Dec 2014	938.50	822.25	443.75	231.25	630.75	3066.50
Jan 2015	1515.00	1148.50	143.25	285.50	860.75	3953.00
Feb 2015	1028.25	599.75	390.25	250.00	709.75	2978.00
Mar 2015	1002.50	746.75	106.25	233.00	978.25	3066.75
Apr 2015	1392.25	712.25	930.00	423.25	865.25	4323.00
May 2015	1265.00	624.50	553.75	247.25	986.50	3677.00
Total	**18943.00**	**9412.00**	**5012.00**	**2794.25**	**10433.25**	**46594.50**
Percent of Total Time	**40.7%**	**20.2%**	**10.8%**	**6.0%**	**22.4%**	

Math Specialists' Report --- Time Allocation 2014---2015



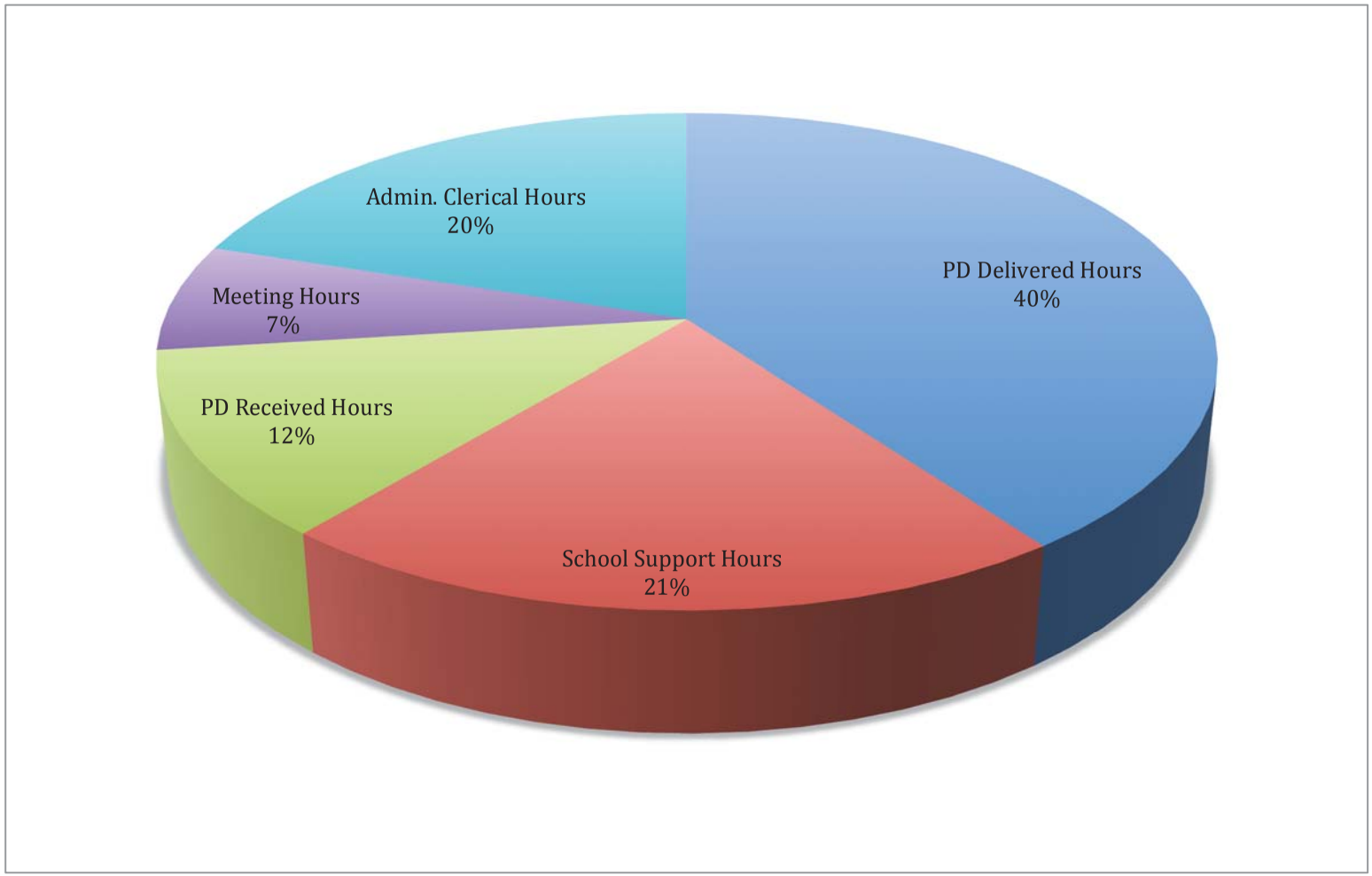
2014-15 Science Specialists

Title	Last Name	First Name	Education Cooperative / University STEM Center	E-mail
Mr.	Brodie	Stephen	Institute for Math and Science Education STEM Center at UA - Fort Smith	sbrodie@uafortsmith.edu
Mr.	Carrigan	Ben	Center For Math and Science Education - STEM Center at Harding University	bwcarrigan@harding.edu
Ms.	Cheatham	Madelon	Arch Ford Education Service Cooperative	mcheatham@afsc.k12.ar.us
Ms.	Coleman	Lori	Southeast Arkansas Educational Cooperative	lori.coleman@searkcoop.com
Ms.	Frost	Terri	Arkansas Tech University STEM Institute	tfrost2@atu.edu
Mr.	Harris	Keith	Arkansas Partnership for STEM Education - UALR	krharris@ualr.edu
Ms.	Hornor	Nancy	Great Rivers Educational Cooperative	nhornor@griver.grsc.k12.ar.us
Ms.	Johnson	Susan	Center for Teaching Excellence in Math and Science, Southern Arkansas University	sjjohnson@saumag.edu
Ms.	Kellim	Linda	Delta STEM Education Center at ASU	lkellim@astate.edu
Ms.	King	Lindsey	Northcentral Arkansas Educational Cooperative	lindsey.king@northcentral.k12.ar.us
Ms.	Lamberson	Saundra	Northeast Arkansas Educational Cooperative	slamberson@nea.k12.ar.us
Ms.	Lunsford	Andi	Arkansas River Educational Cooperative	lunsforda@aresc.k12.ar.us
Ms.	Merritt	Lesley	STEM Center for Math & Science Education at UA - Fayetteville	lmerritt@uark.edu
Ms.	Nichols	Nanette	Wilbur D. Mills Education Cooperative	nnichols@wilbur.k12.ar.us
Ms.	Ready	Minnietta	UCA STEM Institute – University of Central Arkansas	mready@uca.edu
Ms.	Rhame	Virginia	Northwest Arkansas Educational Cooperative	vrhame@starfishnw.org
Ms.	Brown	Annette	Dawson Education Cooperative	annetteb@dawsonesc.com
Ms.	Smith	Terri	Center for Math and Science STEM Center at UA-Monticello	smithterri@uamont.edu
Ms.	Tomlinson	Shelly	Ozarks Unlimited Resources (OUR) Educational Cooperative	stomlinson@oursc.k12.ar.us
Ms.	Rogers	Debby	Rural STEM Education Center at ASU	drogers@astate.edu
Mr.	Schuller	Brian	DeQueen/Mena Educational Cooperative	brian.schuller@dmesc.org
Dr.	Varnell	Curtis	Western Arkansas Educational Cooperative	curtis.varnell@wscstarfish.com
Mr.	Wertenberger	Greg	South Arkansas Mathematics and Science STEM Center, Henderson State University	werteng@hsu.edu
Ms.	Winslow	Tammy	Crowley's Ridge Educational Cooperative	twinslow@crmail.k12.ar.us

Science Specialists' Report – Time Allocation 2014---15

Month	PD Delivered Hours	School Support Hours	PD Received Hours	Meeting Hours	Admin. Clerical Hours	Work Hours Total
14-Jun	2432.50	221.25	180.00	124.25	733.25	3716.75
14-Jul	2911.75	159.75	354.50	141.75	699.50	4267.25
14-Aug	1353.25	683.75	254.75	356.50	1094.50	3742.75
14-Sep	1016.25	1273.00	637.50	249.25	735.75	3911.75
14-Oct	1123.25	1368.25	860.00	295.50	725.75	4372.75
14-Nov	1079.00	779.50	364.75	234.50	581.50	3039.25
14-Dec	695.75	630.75	563.50	181.50	654.25	2725.75
15-Jan	1432.75	893.00	212.75	294.00	638.50	3471.00
15-Feb	991.25	674.25	502.75	246.00	574.50	2988.75
15-Mar	1227.75	605.00	269.50	208.00	477.50	2787.75
15-Apr	1557.00	893.75	782.25	240.75	710.00	4183.75
15-May	1266.50	855.50	297.75	232.25	871.00	3523.00
Total Hours	**17087.00**	**9037.75**	**5280.00**	**2804.25**	**8496.00**	**42730.50**
Percentage of Total Hours	**40%**	**21%**	**12%**	**7%**	**20%**	

Science Specialists' Report – Time Allocation 2014---15



II. Statewide Professional Development

K---12 Literacy

- Early Learning Literacy in Arkansas (ELLA)
- Effective Literacy for Grades 2---4
- Comprehensive Literacy for Adolescent Student Success (CLASS)
- Common Core State Standards: Targeted Literacy Topics
- Disciplinary Literacy in History/Social Studies, Science, and Technical Subjects
- Literacy Design Collaborative (LDC)
- Reading Recovery®
- Dyslexia

K---12 Mathematics

- Cognitively Guided Instruction (CGI)
- Thinking Mathematically
- Extending Children's Mathematics
- Common Core State Standards: Targeted Mathematics Topics
- Common Core State Standards: Planning for Instruction
- Mathematics Design Collaborative (MDC)

K---12 Science

- Picture Book Science
- Planning for New Science Standards Series Workshop I: Introduction to *A Framework for K---12 Science Education*
- Planning for New Science Standards Series Workshop 2: Practices, Strategies, and Tools for the Next Generation Science Classroom

Arkansas IDEAS – Internet Delivered Education for Arkansas Schools

Math and Science Partnership (MSP) Grants

Play It Again Arkansas

III. Statewide Professional Development K---12 Literacy

- **Early Learning Literacy in Arkansas (ELLA)**
- **Effective Literacy for Grades 2---4**
- **Comprehensive Literacy for Adolescent Student Success (CLASS)**
- **Common Core State Standards: Targeted Literacy Topics**
- **Disciplinary Literacy in History/Social Studies, Science, and Technical Subjects**
- **Literacy Design Collaborative (LDC)**
- **Reading Recovery®**
- **Dyslexia**

Early Literacy Learning in Arkansas (ELLA)

Grade Levels

- K---1
- K---12 Special Education

Approved Areas of Professional Development

- Standards/Frameworks/Curriculum Alignment
- Instructional Strategies
- Cognitive Research
- Assessment
- Content (K---12)
- Principles of Learning/Developmental Stages
- Building a Collaborative Learning Community

Description

Early Literacy Learning in Arkansas (ELLA) is a two---year professional development offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. It is based on the findings of the National Reading Panel Report and aligned to the Common Core State Standards for English Language Arts and Literacy. It is designed to assist K---1 teachers and K---12 special education teachers in the implementation of comprehensive literacy by increasing teachers' knowledge and skill in the areas of research---based, data---driven, and developmentally appropriate instructional practices. It focuses on teaching students along the continuum of literacy learning systems development, using appropriate assessments to inform systematic and explicit instruction, and the routines and procedures for classroom management.

Professional Development Schedule

Year 1	Content
Four day initial summer institute	Framework for a Core Literacy Program, Literacy Assessment System, Intervention The Emergent Learner: Familiar Reading, Oral Language, Shared Reading, Phonological/Phonemic Awareness, Phonics, Alphabetic Principle, Spelling Development, Small Group Reading, Guided Reading, Read Aloud, Vocabulary Instruction, Writing Development, Modeled Writing, Interactive Writing, Small Group Assisted Writing, Independent Writing and the Context for Instruction
Two sessions in the fall semester	The Early Learner: Familiar Reading, Oral Language, Shared Reading, Phonemic Awareness, Phonics, Guided Reading, Vocabulary Instruction, Read Aloud, Assisted Writing Instruction, Write Aloud
Two sessions in the spring semester	The Late Early Learner: Familiar Reading, Oral Language, Shared Reading, Phonemic Awareness, Phonics, Guided Reading, Read Aloud, Small Group Assisted Writing
Year 2	**Content**
Three day summer institute	The Transitional Learner: Familiar Reading, Oral Language, Shared Reading, Phonemic Awareness/Phonics, Guided Reading, Read Aloud, Writer's Workshop
One session in the fall semester	Site---based Observation Training in a classroom
One session in the spring semester	Site---based Observation Training in a classroom

Research

- National Institute of Child Health and Human Development, NIH, DHHS. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Washington, DC: U.S. Government Printing Office. Accessed from http://www.nationalreadingpanel.org/publications/researchread.htm

- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence---based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00---4769). Washington, DC: U.S. Government Printing Office. Accessed from http://www.nationalreadingpanel.org/publications/publications.htm

Contact Information

For additional information, contact the literacy specialists at your local education service cooperative.

ELLA, new participants in a two---year training

Training Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Totals
Cooperative																			
Arch Ford	42	35	115	104	56	55	57	37	98	52	35	28	32	46	31	24	20	29	896
AR River	12	24	14	44	22	34	76	32	22	60	10	13	8	9	14	27	12	12	445
Crowley's	27	30	79	71	57	57	65	72	72	25	45	30	43	35	21	33	7	25	794
Dawson	25	29	120	191	65	53	77	53	54	25	26	25	32	30	11	13	0	18	847
Dequeen	22	25	45	17	7	16	19	13	23	25	25	8	0	22	7	20	0	0	294
Great Rivers	33	17	43	35	53	24	51	38	50	46	30	35	20	20	21	25	0	8	549
Northcentral	24	19	72	47	29	32	36	38	24	25	34	38	0	19	11	18	0	6	472
Northeast	25	16	36	45	31	22	36	34	33	45	36	40	26	25	0	18	6	15	489
Northwest	25	52	122	98	0	78	75	57	51	48	21	10	24	28	0	28	10	25	752
Ozark (OUR)	11	15	31	45	21	14	15	34	18	15	14	20	16	15	18	18	22	0	342
South Central	20	30	78	33	37	36	16	9	13	15	15	20	10	8	14	11	12	12	389
Southeast	23	19	4	27	23	19	70	14	5	18	16	10	10	10	9	9	12	15	313
Southwest	24	29	61	24	17	58	35	20	29	25	20	18	10	35	0	9	0	11	425
Western	9	2	32	95	25	48	27	20	16	8	11	18	38	15	29	5	51	0	449
Wilbur Mills	28	25	64	57	36	19	62	40	24	23	30	15	11	17	19	21	16	15	522
Site Based	31	203	485			266		132											1117
Tri---District	44	81	108	82	48	54	18	17	78	116	83	84	40	55	0	18	0	0	926
Totals	425	651	1509	1015	527	885	735	660	610	571	451	412	320	389	205	297	168	191	10,021

Special Notes:

- These numbers reflect the number of participants who started a new cohort of training in a given year. They do not reflect the number of participants who completed the two-year training cycle.
- No ELLA cohorts were created during the 2014-15 year due to new module system being developed

Early Learning in Arkansas (ELLA) 2013-15

Survey Monkey Data Report

I. Demographic Data

Current Position

Classroom Teacher	Special Education Teacher	ESOL Teacher	GT Teacher	Literacy Interventionist	Literacy Specialist	Instructional Facilitator	Library Media Specialist	Speech/Language Pathologist	Administrator	Other
91.55%	4.23%	0.00%	0.00%	2.82%	1.41%	0.00%	0.00%	0.00%	0.00%	0.00%

Years in Current Position

0-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
70.42%	11.27%	7.04%	7.04%	4.23%

Total Years in Teaching Profession

0-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
59.15%	14.08%	4.23%	9.86%	12.68%

Highest Educational Level

Bachelor's Degree	Master's Degree	Educational Specialist Degree	Doctoral Degree
78.57%	21.43%	0.00%	0.00%

II. Knowledge and Implementation Data

Knowledge and implementation data reported below is a combination of the top two levels of knowledge (complex and strategic) and implementation (refinement and maturing). The full range of survey choices is listed below.

Knowledge Range of Choices

- Complex thinking and problem solving
- Strategic thinking and visionary
- Basic skills and concepts
- Recall/recite
- Little or no knowledge

Implementation Range of Choices

- Refinement and sustainability
- Maturing stages
- Making progress
- Beginning to implement
- Little to no implementation

Table: Combined Responses from the Top Two Levels for Knowledge and Implementation

Survey Statement	Knowledge		Implementation	
	Pre	Post	Pre	Post
9. I know and do establish classroom management routines and procedures to promote literacy outcomes.	42.85%	77.28%	30.77%	63.64%
10. I know and do provide all of the instructional components of a comprehensive literacy model.	26.37%	75.76%	17.59%	60.61%

Survey Statement	Knowledge		Implementation	
	Pre	Post	Pre	Post
11. I know and do provide an environment that scaffolds my students as they develop the strategies and skills to become self-regulated learners.	31.87%	81.82%	18.68%	59.09%
12. I know and do design lessons using the explicit teaching model (direct explanation, model, guided practice, independent practice/application).	50.54%	70.30%	30.77%	69.70%
13. I know and do apply the research base from Put Reading First to plan and provide effective instruction	14.29%	62.46%	7.69%	36.37%
14. I know and do select a variety of flexible grouping practices (whole group, small group, and individual conferences) during the literacy block.	50.55%	77.27%	36.27%	68.18%
15. I know and do use a comprehensive literacy assessment system to guide instruction.	32.96%	75.76%	24.18%	54.55%
16. I know and do provide effective instruction to build phonemic awareness.	42.86%	90.48%	27.48%	80.95%
17. I know and do provide systematic and explicit phonics instruction.	42.86%	87.30%	23.07%	74.60%
18. I know and do teach students to apply what they are learning about letters and sounds as they read and write words in context.	56.04%	87.30%	35.16%	77.78%
19. I know and do use research-based instructional practices to assist students in developing reading fluency.	36.26%	77.77%	18.68%	76.67%
20. I know and do promote indirect vocabulary learning through intentional practices.	30.87%	68.25%	16.49%	55.56%
21. I know and do use the explicit instruction model to develop students' vocabulary.	20.88%	61.91%	15.39%	53.97%
22. I know and do teach self-monitoring reading strategies.	32.07%	76.19%	17.58%	61.91%
23. I know and do teach strategies to use before, during, and after reading texts, to improve comprehension.	46.15%	71.43%	23.08%	57.14%
24. I know and do teach a process approach to writing.	34.06%	63.50%	14.29%	47.62%
25. I know and do teach skills and strategies to craft a writing piece.	25.27%	58.73%	17.59%	50.89%
26. I know and do provide focused, interactive read alouds.	54.95%	80.64%	39.56%	67.74%
27. I know and do provide a shared reading lesson that models and guides early reading behaviors and strategies.	40.66%	79.03%	28.57%	59.67%

Survey Statement	Knowledge		Implementation	
	Pre	Post	Pre	Post
28. I know and do provide differentiated small group instruction focused on early reading behaviors.	42.85%	75.80%	24.18%	58.06%
29. I know and do prepare and organize a familiar reading time as part of the reading program.	41.76%	74.19%	31.87%	64.51%
30. I know and do provide explicit phonics/spelling instruction based on the students' developmental stages.	38.46%	75.80%	27.47%	59.67%
31. I know and do provide an interactive writing lesson focused on developing early writing behaviors.	27.47%	66.12%	17.59%	51.55%
32. I know and do provide modeled writing experiences to demonstrate the composing process.	30.77%	59.36%	20.88%	54.84%
33. I know and do provide literacy centers focused on reading and writing activities that reflect current instruction.	35.17%	74.19%	23.08%	59.68%
34. I know and do provide literacy intervention lessons tailored to the students' needs.	36.17%	72.58%	23.08%	54.84%

III. Data Statements for Reporting

Data Statement 1: 73.23% of ELLA participants have been teaching 10 years or less.

Data Statement 2: Gains of 43 percentage points are reported in the implementation of the instructional components of a comprehensive literacy model (Q10).

Data Statement 3: Gains of 30 percentage points are noted in the implementation of a comprehensive literacy assessment system to guide instruction (Q15).

Data Statement 4: Gains of 53 percentage points are noted in the implementation of effective instruction to build phonemic awareness (Q16).

Data Statement 5: Gains of 51 percentage points are noted in the implementation of systematic and explicit phonics instruction (Q17).

Data Statement 6: Gains of 58 percentage points are noted in the implementation of research-based instructional practices to assist students in developing reading fluency (Q19).

Data Statement 7: Gains of 38 percentage points are noted in the implementation of the explicit instruction model to develop students' vocabulary (Q21).

Data Statement 8: Gains of 44 percentage points are noted in teaching self-monitoring reading strategies (Q22).

Data Statement 9: Gains of 33 percentage points are noted in teaching skills and strategies to craft a piece of writing (Q25).

Effective Literacy for Grades 2 - 3

Grade Levels

- 2-3
- K-12 Special Education

Approved Areas of Professional Development

- Standards/Frameworks/Curriculum Alignment
- Instructional Strategies
- Cognitive Research
- Assessment
- Content
- Principles of Learning/Developmental Stages
- Building a Collaborative Learning Community

Description

Effective Literacy for Grades 2-3 is a professional development opportunity offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. This professional development aligns to the Common Core State Standards for English Language Arts and Literacy. It is designed to provide a study of comprehensive literacy and the infrastructure components that support student learning by increasing teachers' knowledge and skill in the areas of research-based, data-driven, and developmentally appropriate instructional practices. It focuses on a foundational understanding of the literacy learning progressions, an assessment system to plan differentiated instruction, and evidence-based practices that support contexts for learning. This two-year training consists of twelve days, with six hours of professional development credit for each full day completed.

Professional Development Schedule

Year 1	Content
Three-day initial summer institute	Overview of Effective Literacy, Literacy Block, Literacy Assessment System, Reading Workshop, Writing Workshop
Two sessions in the fall semester	Transitional Level Learners: Instruction in Fluency and the Reading Workshop Transitional Level Learners: Instruction in Word Study, Vocabulary, and the Writing Workshop
Two sessions in the spring semester	Genre and Units of Study: Integrating Reading and Writing Site-Based Observation Training (SBOT) in a classroom
Year 2	**Content**
Three-day summer institute	Self-Extending Level Learners: Instruction in Fluency, Word Study, and Vocabulary, Reading Workshop Instruction, Writing Workshop Instruction
One session in the fall semester	Self-Extending Level Learners and Comprehension Strategy Instruction: Thinking About, Through and Beyond Text Utilizing Structured Conversation and Writing in Response to Reading
One session in the spring semester	Site-Based Observation Training (SBOT) in the classroom

Research

- National Institute of Child Health and Human Development, NIH, DHHS. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Washington, DC: U.S. Government Printing Office. Accessed from http://www.nationalreadingpanel.org/publications/researchread.htm

- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. Accessed from http://www.nationalreadingpanel.org/publications/publications.htm

Contact Information

For additional information, contact the literacy specialists at your local education service cooperative.

Training Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	TOTALS
Cooperative																		
Arch Ford	27	72	101	44	53	49	26	97	48	43	38	23	36	23	28	23	16	747
AR River	21	37	44	30	23	31	68	15	100	10	5	67	38	6	14	12	0	521
Crowley's	25	48	74	63	75	65	94	33	60	34	35	47	22	17	50	10	19	771
Dawson	19	30	71	37	27	31	85	78	30	29	20	22	26	12	0	11	0	528
DeQueen	25	42	12	10	33	11	6	29	28	5	11	0	23	11	22	0	0	268
Great Rivers	18	24	11	26	46	48	49	44	46	40	30	23	20	17	15	0	24	481
Northcentral	25	45	26	12	48	22	34	20	22	24	32	14	18	17	11	0	0	370
Northeast	16	42	26	44	33	20	63	20	40	37	40	20	25	15	15	6	17	479
Northwest	27	39	48	17	28	94	53	77	46	20	50	28	48	12	23	0	13	623
Ozark (OUR)	19	19	26	26	7	17	22	14	15	81	22	12	12	24	36	9	0	361
South Central	20	36	50	18	40	18	12	17	30	81	26	28	8	26	4	23	0	437
Southeast	17	35	34	0	12	34	36	25	40	78	40	8	8	16	10	0	0	393
Southwest	22	46	54	22	46	11	10	46	15	76	20	20	35	0	0	7	0	430
Western	9	57	59	42	71	23	21	15	20	74	21	18	20	22	0	24	0	496
Wilbur Mills	19	24	52	39	35	34	49	68	26	85	25	22	21	13	14	0	5	531
Site Based		265			407		242											914
Tri-District	37	19	0	19	45	53	31	57	121	81	90	75	93	0	27	0	0	748
TOTALS	**346**	**880**	**688**	**449**	**1029**	**561**	**901**	**655**	**687**	**798**	**505**	**427**	**453**	**231**	**269**	**125**	**94**	**9,098**

Note: No ELF cohorts were created during the 2014-15 year due to new module system being developed.

Effective Literacy for Grades 2-3

Cohort 2013 - 2015
Survey Monkey Data Report

This report is compiled from data collected from 75 participants of the Effective Literacy for Grades 2-3 (ELF) Pre-Survey and Post Surveys for Cohort 2013 -2015. The first section of data (*Demographic Data*), are a compilation of the demographic data and professional learning practices of participants taking the survey. The second section of data (*Knowledge and Implementation Data*), include the survey statement and combined percentages from the top two levels of knowledge and implementation. The third section (*Data Statements for Reporting*) reports key information through data statements.

I. Demographic Data

Current Position

Classroom Teacher	Special Education Teacher	ESOL Teacher	GT Teacher	Literacy Interventionist	Literacy Specialist	Instructional Facilitator	Library Media Specialist	Speech/Language Pathologist	Admin	Other
88%	5.33%	1.33%	0.00%	0.00%	0.00%	4.00%	0.00%	0.00%	0.00%	1.33%

Years in Current Position

0-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
78.67%	16.00%	1.33%	2.67%	1.33%

Total Years in Teaching Profession

0-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
41.33%	24.00%	14.67%	5.33%	14.67%

Highest Educational Level

Bachelor's Degree	Master's Degree	Educational Specialist Degree	Doctoral Degree
58.67%	41.33%	0.00%	0.00%

Collaboration with School Based Team (PLC)

Never	Seldom	Occasionally	Monthly	Weekly
4.00%	0.00%	5.33%	24.00%	66.67%

Collaboration with Instructional Facilitator/Coach

Never	Seldom	Occasionally	Monthly	Weekly
24.00%	9.33%	21.33%	22.67%	22.67%

Collaboration with Administrators

Never	Seldom	Occasionally	Monthly	Weekly
8.00%	12.00%	22.67%	22.67%	34.67%

II. Knowledge and Implementation Data

Knowledge and implementation data reported below is a compilation of the top two levels of knowledge (complex and strategic) and implementation (refinement and maturing). The full range of choices for the survey is listed below.

Knowledge Range of Choices

- Complex thinking and problem solving
- Strategic thinking and visionary
- Basic skills and concepts
- Recall/recite
- Little or no knowledge

Implementation Range of Choices

- Refinement and sustainability
- Maturing stages
- Making progress
- Beginning to implement
- Little to no implementation

Table: Combined Responses from the Top Two Levels for Knowledge and Implementation

Survey Statement	Knowledge		Implementation	
	Pre	Post	Pre	Post
9. I know and do establish classroom management routines and procedures to promote literacy outcomes.	64.11%	87.50%	38.46%	65.28%
10. I know and do provide all of the instructional components of a comprehensive literacy model.	42.31%	84.72%	29.23%	55.56%
11. I know and do provide an environment that scaffolds my students as they develop the strategies and skills to become self-regulated learners.	37.18%	83.33%	24.35%	62.50%
12. I know and do design lessons using the explicit teaching model (direct explanation, model, guided practice, independent practice/application).	55.13%	91.67%	33.33%	73.62%
13. I know and do apply the research base from Put Reading first to plan and provide effective instruction.	21.80%	61.11%	14.11%	47.22%
14. I know and do select a variety of flexible grouping practices (whole group, small group, and individual conferences) during the literacy block.	60.90%	86.11%	48.12%	76.39%
15. I know and do use a comprehensive literacy assessment system to guide instruction.	29.49%	86.11%	16.67%	66.67%
16. I know and do provide systematic and explicit phonics instruction.	37.18%	69.57%	33.33%	65.22%
17. I know and do teach students to apply what they are learning about letters and sounds as they read and write words in context.	68.98%	81.16%	45.88%	72.47%
18. I know and do use research-based instructional practices to assist students in developing reading fluency.	51.28%	76.81%	41.03%	72.46%
19. I know and do promote indirect vocabulary learning through intentional practices.	42.31%	76.81%	30.77%	71.02%
20. I know and do use the explicit instruction model to develop students' vocabulary.	28.21%	75.36%	20.51%	63.32%
21. I know and do teach self-monitoring reading strategies.	43.59%	76.81%	29.48%	63.77%
22. I know and do teach strategies to use before, during, and after reading texts, to improve comprehension.	60.26%	82.60%	39.74%	68.12%
23. I know and do teach a process approach to writing.	41.03%	78.26%	30.77%	60.87%
24. I know and do teach skills and strategies to craft a writing piece.	34.61%	76.81%	23.08%	72.32%

Survey Statement	Knowledge		Implementation	
	Pre	Post	Pre	Post
25. I know and do provide focused, interactive read alouds.	55.26%	89.39%	39.48%	77.38%
26. I know and do provide reading workshop using the Fountas and Pinnell format.	15.79%	74.24%	13.16%	57.57%
27. I know and do provide guided reading lessons based on the students' developmental stage using Fountas and Pinnell format.	23.68%	75.75%	15.79%	56.06%
28. I know and do provide writing workshop using the Fountas and Pinnell format.	15.79%	65.15%	9.21%	51.51%
29. I know and do provide word study instruction based on the students' developmental stages.	30.26%	80.31%	17.11%	74.24%
30. I know and do prepare and organize a familiar reading time as part of the reading program.	44.74%	81.81%	30.26%	77.27%
31. I know and do provide literacy intervention lessons tailored to the students' needs.	43.42%	79.18%	30.26%	65.35%

III. Data Statements for Reporting

Data Statement 1: 78.67% of participants completing the survey have been in their current position for 0-5 years, and 58.67% indicate a Bachelors degree as their highest level of education.

Data Statement 2: Gains of 50 percentage points are noted in the implementation of a comprehensive literacy assessment system to guide instruction (Q15).

Data Statement 3: Gains of 44 percentage points are noted in the implementation of reading workshop using the Fountas and Pinnell format (Q26).

Data Statement 4: Gains of 42 percentage points are noted in the implementation of writing workshop using the Fountas and Pinnell format (Q28).

Data Statement 5: Gains of 57 percentage points are noted in the implementation of word study instruction based on the students' developmental stages (Q29).

Comprehensive Literacy for Adolescent Student Success (CLASS)

Grade Levels

- 5-12
- 5-12 Special Education

Approved Areas of Professional Development

- Standards/Frameworks/Curriculum Alignment
- Instructional Strategies
- Cognitive Research
- Assessment
- Content (K-12)
- Principles of Learning/Developmental Stages
- Building a Collaborative Learning Community

Description

Comprehensive Literacy for Adolescent Student Success (CLASS) is a two---year professional development offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. It is designed to assist 5-12 English Language Arts and special education teachers in implementing a comprehensive research-based approach to literacy instruction. This professional development is aligned to the Common Core State Standards for English Language Arts and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

Professional Development Schedule

Year 1	Content
Three day summer institute	Context for Learning, Effective Assessment, Text Complexity
Two sessions in the fall semester	Reading Literature, Writing Narratives
One session in the spring semester	Site---based Observation Training in a classroom
Year 2	**Content**
Two day summer institute	Reading Informational Text (Literary Nonfiction), Writing Informative/Explanatory Texts
Two sessions in the fall semester	Reading Informational Text (Argument), Writing Arguments, Presenting a Research Project
One session in the spring semester	Site---based Observation Training in a classroom

Research

Biancarosa,C. & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to* Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report.* Washington, DC: Alliance for Excellent Education.

Kamil, M. L., Boreman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008---4027*).* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc.

Comprehensive Literacy for Adolescent Success – CLASS New participants in a two---year training				
	Training Year 11-12	**Training Year 12-13**	**Training Year 13-14**	**Total**
Arch Ford	59	21	20	100
Arkansas River	5	12	0	17
Crowley's Ridge	34	46	4	84
Dawson	44	11	0	55
Dequeen/Mena	50	15	0	65
Great Rivers	12	11	4	27
Northcentral	62	8	1	71
Northeast	36	28	8	72
Northwest	11	29	0	40
Ozark (OUR)	33	34	16	83
South Central	4	12	0	16
Southeast	33	16	0	49
Southwest	32	33	6	71
Western	30	38	0	68
Wilbur Mills	36	17	7	60
Site Based	10	0	0	10
TOTALS	**491**	**331**	**66**	**888**

*No CLASS cohorts were created during the 2014-15 year due to new module system being developed.

Common Core State Standards: Targeted Literacy Topics

Targeted literacy topics are professional learning opportunities focused on the big shifts in instruction under the Common Core State Standards for English Language Arts/Literacy.

Targeted literacy topics may be available face-to-face at local education service cooperatives, STEM centers, or districts. These topics will also be available through asynchronous Moodle courses offered throughout the year through local education service cooperatives, as well as statewide.

Targeted Literacy Topics by Grade Level

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr>
<tr><td colspan="6">DIBELS/DIBELS Next: Data-Based Decision Making</td><td colspan="7"></td></tr>
<tr><td colspan="6">Foundational Skills</td><td colspan="7" rowspan="2"></td></tr>
<tr><td colspan="4">Phonics and Structural Analysis</td><td colspan="2"></td></tr>
<tr><td colspan="4">Informative/Explanatory Writing</td><td>Informative/ Explanatory Writing</td><td colspan="7">Informative/ Explanatory Writing</td></tr>
<tr><td colspan="2"></td><td colspan="4">Text Complexity</td><td colspan="7">Text Complexity</td></tr>
<tr><td colspan="3"></td><td colspan="3">Close Reading</td><td colspan="7">Close Reading</td></tr>
<tr><td colspan="4"></td><td>Vocabulary: Greek and Latin Roots</td><td colspan="7">Vocabulary</td></tr>
<tr><td colspan="6"></td><td colspan="7">Argumentative Writing</td></tr>
<tr><td colspan="6">Short and Sustained Research K---5</td><td colspan="7">Short and Sustained Research 6-12</td></tr>
<tr><td colspan="6">Test Dependent Questions K-5</td><td colspan="7">Text Dependent Questions 6-12</td></tr>
<tr><td colspan="6" rowspan="2"></td><td colspan="7">Disciplinary Literacy: Reading History</td></tr>
<tr><td colspan="7">Disciplinary Literacy: Reading Science</td></tr>
</table>

Targeted Literacy Topics: Number of Participants – September 2014 – May 2015

Title	Found Reading Skills	K---3 Phonics	K---3 Writing	4---5 Writing	6---12 Writing	2---5 Complex Text	6---12 Complex Text	3---5 Close Read	6---12 Close Read	4---5 Vocab	6---12 Vocab	6---12 Argue Writing	SSR K---5	SSR 6---12	TDQ K---5	TDQ 6---12	DIBELS	Total
Arch Ford	27	49	26	31	22	0	0	18	13	28	11	27	50	23	47	33	59	464
Ark River	0	0	0	0	0	8	7	11	11	0	0	13	17	0	10	10	41	128
CREC	22	36	27	0	0	19	0	0	19	19	31	32	13	0	43	0	18	279
Dawson	0	0	0	0	18	0	19	0	0	13	11	18	0	18	11	5	106	219
DeQueen/Mena	0	0	0	0	0	0	0	0	0	0	0	0	27	31	21	28	0	107
GREC	12	4	20	0	0	5	0	15	10	0	0	0	4	0	20	13	16	119
North Central	0	9	11	0	0	9	6	11	0	0	0	0	20	15	27	17	18	143
Northeast	20	0	26	27	0	0	0	0	12	27	6	12	0	0	0	0	0	130
Northwest	0	0	0	0	0	0	0	0	10	0	12	0	13	33	15	17	0	100
OUR	0	0	22	0	0	0	0	12	0	0	0	0	21	19	11	11	26	122
South Central	24	0	0	0	4	0	0	0	0	0	8	6	9	9	61	10	70	201
Southeast	0	0	24	13	10	0	0	0	0	0	9	14	25	25	20	30	38	208
Southwest	25	25	0	0	18	21	0	0	0	0	0	39	0	0	10	0	0	138
Western	39	55	0	0	0	0	0	40	26	25	29	28	0	30	58	67	84	481
Wilbur Mills	0	0	24	0	0	0	0	45	33	0	0	18	9	26	35	30	31	251
TOTAL	169	178	180	71	72	62	32	152	134	112	117	207	208	229	389	271	507	3,090

Note:

SSR is Short and Sustained Research. TDQ is Text Dependent Questioning.

SSR K---5, SSR 6---12, TDQ K---5, TDQ 6---12 and DIBELS were added for the summer 2014 session.

Disciplinary Literacy in History/Social Studies, Science, and Technical Subjects

History/Social Studies 5---8: Close Reading and History/Social Studies 9---12: Close Reading

The Common Core State Standards (CCSS) establish requirements for literacy development in all content areas, including History/Social Studies. College and career readiness in this field requires an appreciation of the norms and conventions of the discipline, such as the kinds of evidence used in history; an understanding of domain---specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts (CCSS, p. 60). This professional development provides strategies that will enable participants to design history/social studies instruction that supports close reading behaviors.

> R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

History/Social Studies: Argumentation 5---8 and History/Social Studies: Argumentation 9---12

The Common Core State Standards (CCSS) emphasize students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development addresses strategies that writers use to craft convincing arguments in the history/social studies field.

> W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Science/Technical Subjects 5---8: Close Reading and Science/Technical Subjects: Close Reading 9---12

The Common Core State Standards (CCSS) establish requirements for literacy development in all content areas, including Science and Technical Subjects. College and career readiness in these fields require an appreciation of the norms and conventions of the disciplines, such as the types of texts used in science and technical subjects; an understanding of domain---specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events, processes, and concepts (CCSS, p. 60). This professional development provides strategies that will enable participants to design science instruction that supports close reading behaviors.

> R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Science/Technical Subjects: Argumentation 5---8 and Science/Technical Subjects: Argumentation 9---12

The Common Core State Standards (CCSS) emphasize students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development addresses strategies that writers use to craft convincing arguments in the science and technical fields.

> W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Contact Information

For additional information, contact the literacy or science specialists at your local education service cooperative or university STEM center.

Disciplinary Literacy in Science, History/Social Studies, and Technical Subjects

Science Participants					History/Social Studies Participants				
	Training Year 11---12	Training Year 12---13	Training Year 13---14	Training Year 14---15		Training Year 11---12	Training Year 12---13	Training Year 13---14	Training Year 14---15
Arch Ford	33	13	71	21	Arch Ford	60	25	77	19
AR River	62	18	5	0	AR River	9	32	10	0
Crowley's Ridge	65	44	15	0	Crowley's Ridge	11	81	35	0
Dawson	42	30	4	0	Dawson	29	13	1	0
DeQueen/Mena	26	21	0	21	DeQueen/Mena	8	22	0	0
Great Rivers	44	37	11	0	Great Rivers	23	5	0	3
Northcentral	12	29	3	0	Northcentral	12	30	3	0
Northeast	17	8	0	57	Northeast	31	15	0	63
Northwest	36	69	15	0	Northwest	3	28	15	0
OUR	24	10	0	0	OUR	33	16	0	0
South Central	0	6	3	15	South Central	0	18	7	18
Southeast	48	16	0	4	Southeast	48	38	9	16
Southwest	27	28	3	0	Southwest	15	33	4	0
Western & UAFS	41	17	10	0	Western & UAFS	0	24	12	0
Wilbur Mills	109	55	35	9	Wilbur Mills	90	77	49	31
TOTAL	**593**	**401**	**175**	**127**	**TOTAL**	**372**	**457**	**222**	**150**

Note 1: The title of this professional development changed from Content Literacy in 2011 to Disciplinary Literacy in 2012. It was updated to meet the expectations of the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.
Note 2: Science specialists from STEM centers partnered with ESC Science and Literacy specialists to offer this professional development.

Literacy Design Collaborative (LDC)

Grade Levels

- **Grades 6-12**

Approved Areas of Professional Development

- **Content**
- **Instructional Strategies**
- **Assessment**
- **Standards, Frameworks, Curriculum Alignment**
- **Principles of Learning/Developmental Stages**
- **Cognitive Research**
- **Building a Collaborative Learning Community**

Description

Since 2011, over 70 literacy, science, and career tech specialists from the Arkansas Department of Education, Arkansas Department of Career Education, STEM Centers, and local Educational Service Cooperatives have trained over 700 teachers in 140 schools on how to implement the Literacy Design Collaborative Framework in their classrooms.

When Arkansas first adopted the Common Core State Standards, the overriding questions from teachers were, "What does Common Core look like in the classroom?" and "How do I implement the standards?" The great thing about using the LDC Framework is that not only are the standards "hard-wired" into the module, it also shifts the focus of teacher instruction to student-centered tasks instead of "traditional" lecture-type instruction. Although it requires a big commitment from teachers as they learn how to develop an LDC module, the payoff comes from seeing students engaged in learning in the classroom.

The Literacy Design Collaborative [LDC] offers a fresh approach to incorporating literacy into high school content areas. Designed to make literacy instruction the foundation of the core subjects, LDC allows teachers to build content on top of a coherent approach to literacy.
In LDC, teachers use a systematic framework for developing reading, writing, and thinking skills within various disciplines. The LDC tools embed the Common Core Literacy Standards for ELA/Literacy into content-area instruction. LDC teaching tasks are student assignments that teachers create by using LDC template tasks and filling in their choices of texts to be read, writing to be produced, and content to be addressed. A typical LDC teaching task is designed for students to develop their responses over two to four weeks of classroom time.

LDC consists of six days of professional development and six on-site visits to support implementation.

Activities

In June, Marshal Hurst, LDC/MDC Coordinator at ADE, and Jane Dearworth, Literacy Program Manager at ADE, attended the Leaders in Literacy: LDC Partners' Convening in Chicago, which was hosted by the LDC national organization. Attendees learned about current and forthcoming LDC initiatives and spent time discussing the deeper work of LDC beyond Year 1 and the development of an LDC Leadership Toolkit. In August, a group that included Marshal; Rebecca Naylor, Literacy Public School Program Advisor at ADE; Merica Howie, Literacy Specialist at the Ozarks Unlimited Resource Educational Service Cooperative; and Annette Brown, Science Specialist at the Dawson Education Cooperative, attended the first LDC Coaches' Training Institute in Atlanta where they collaborated with other LDC leaders in working group sessions that enabled participants to both learn with and from each other.
Arkansas Department of Education has been selected as a partner in the national LDC community. We

have an opportunity to provide input for new tools and updates to assist teachers nationwide in the development of their modules. ADE has also been asked to share their Professional Development Model with other national LDC partners.

Dr. Suzanne Simone, LDC Chief of Instruction and Design, and Rob Kantner, LDC Community of Practice Manager, facilitated an LDC Jurying and Design Studio training session at AETN studies in Conway. On January 21 and 22, thirty-five LDC trainers from regional Education Service Cooperatives, STEM centers, and Education Renewal Zones attended the training to fine-tune their expertise during the two-days. To extend and expand upon the productive learning and collaboration experienced by these dedicated educators, plans are in place to utilize the training to develop an online course that can be used by schools and specialists to expand their LDC organizational capacity.

The Arkansas Department of Education partnered with the Education Renewal Zones, the Arkansas Educational Television Network, and local Educational Service Cooperatives in hosting a four-day workshop series focusing on Understanding by Design (UbD). "What now," was a common question asked by teachers and administrators after completing the first year of LDC training. While LDC concentrates on the writing based on the analysis of a reading, the module or mini-task that is created would be focused within a unit of study. These units introduce students to new knowledge and skills and enable them to get an understanding. Understanding by Design provides a three-stage design process of planning along with a set of helpful design tools to create a unit of instruction or series of units that would make a course. Schools participating in the workshop series were asked to send a team of at least four participants, consisting of teacher leaders and administrators. These teams worked to develop at least one unit of study using the Understanding by Design Framework.

Literacy Design Collaborative (LDC), number of new participants per year				
Training Year	**Pilot 2011 - 2012**	**Cohort 1 2012 - 2013**	**Cohort 2 2013 - 2014**	**Cohort 3 2014 - 2015**
Arch Ford ATU-STEM UCA-STEM	0	8	43	18
Arkansas River UALR-STEM	0	7	54	82
Crowley's Ridge ASU-Delta STEM	0	0	33	26
Dawson HSU-STEM	0	1	62	26
DeQueen/Mena HSU-STEM	5	16	23	34
Great Rivers	0	0	10	25
Northcentral ASU-Rural STEM	0	7	15	33
Northeast ASU-Rural STEM	0	0	18	20
Northwest UA-STEM	18	35	116	30
OUR	0	0	13	29
South Central SAU-STEM	0	0	27	18
Southeast UAM-STEM	1	45	62	11
Southwest SAU-STEM	0	12	6	13
Western UAFS-STEM	30	10	19	24
Wilbur Mills HU-STEM	0	0	27	18
TOTAL	**53**	**141**	**528**	**407**

Reading Recovery®

Reading Recovery® is a short-term early literacy intervention that provides intensive individual instruction for the children with the lowest reading performance in first grade. Students receive 30 minutes of daily individual instruction in reading and writing for a period of 12 to 20 weeks from a highly trained, certified Reading Recovery teachers who teaches Reading Recovery for approximately half of the school day. During the other half of the day, the teacher serves as an intervention specialist and works with small groups of students having difficulty in literacy. The structure provides schools with a comprehensive intervention design for extending and sustaining the literacy achievement of K-5 students.

Dr. Marie Clay developed Reading Recovery in New Zealand in the mid-1970s following extensive observational research on children who were learning to read. In addition to New Zealand, Reading Recovery is currently available in Australia, Canada, Great Britain, and the United States. In 1991, the University of Arkansas at Little Rock became a Reading Recovery Training Center for Teacher Leaders.

Reading Recovery is the world's most widely researched intervention for young children having extreme difficulty with early literacy learning. After nearly 30 years of research, Reading Recovery's effectiveness has been replicated over and over again in hundreds of sites across the United States and abroad. In an era where scientifically---based research is considered a hallmark of effectiveness, Reading Recovery has a record of experimental studies that meet the USDE criteria for scientifically-based research (**www.readingrecovery.org/sections/index.asp**). Furthermore, Reading Recovery incorporates the components identified by the National Reading Panel as being necessary for effective reading instruction, including phonemic awareness, phonics, guided oral reading, comprehension, and fluency.

In addition to the primary goal of ensuring that students in first grade reach proficiency in reading by the end of first grade, Reading Recovery has other positive outcomes. Reading Recovery serves as a safety net for the lowest achieving children and works as a pre-referral to special education, with many children avoiding placement in special education as a result of the Reading Recovery intervention. An additional positive outcome of Reading Recovery is the reduction in the number of students retained in first grade.

Reading Recovery students maintain their gains after first grade. State studies from Arkansas, Indiana, Ohio, Massachusetts, New Hampshire, New York, Texas, Georgia, and South Dakota have reported that Reading Recovery children sustain their gains beyond first grade, as measured by standardized tests.

In Arkansas, Reading Recovery is a partnership between local school districts, the University of Arkansas at Little Rock, Arkansas Educational Service Cooperatives, the Arkansas Department of Education, and the Arkansas State Legislature. These partnerships allow for intensive training for new teachers and teacher leaders along with high-quality professional development in an effort to increase the literacy achievement of struggling readers. Each year, the UALR Center for Literacy publishes an Executive Summary, detailing the results at sites affiliated with the UALR University Training Center.

Additional information about Reading Recovery can be found at www.readingrecovery.org.

I. State Impact

Reading Recovery Report of Schools Served, 2014-2015

During the 2014-2015 school year, 8 teacher leaders supported by the ADE supported 111 teachers in 70 schools in 43 districts. These teachers provided the Reading Recovery intervention for 932 first graders and small group intervention for 4,349 children (Table 1).

Table 1: Count of districts, schools, teachers, and children served by ADE teacher leaders

Site	Districts	Schools	Teachers	RR Students	Other Students
Central Region	18	30	56	467	2,089
Crowley's Ridge ESC	5	5	8	67	872
North Central ESC	7	8	10	85	308
Northeast ESC	8	8	13	99	366
Northwest ESC	5	19	24	205	714
Total	43	70	111	923	4,349

Data were collected for all students served during the school year by Reading Recovery, even if a child had only one session. Reading Recovery students were assigned to one of the following intervention status categories:

Successfully Discontinued Series of Lessons: A child who successfully met the rigorous criteria to successfully discontinue their series of lessons during the school year or at the time of year-end testing.

Recommended Action After a Complete Intervention: A child who was recommended by Reading Recovery professionals for assessment/consideration of other instructional support at the point of departure from Reading Recovery, after receiving a complete intervention of at least 20 weeks (a positive action benefiting the child and the school).

Incomplete Intervention At Year-End: A child who was still in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the intervention.

Moved While Being Served: A child who moved out of the school while being served before specific intervention outcome could be determined.

None of the Above: A rare category used only for a child who was removed from Reading Recovery under unusual circumstances, with fewer than 20 weeks of instruction (i.e., removed after the child was moved to kindergarten).

Table 2 shows the number and percentage of students in each exit category for each site served by an ADE teacher leader.

Table 2: Intervention Status of all Reading Recovery Students Served

Site	Discontinued		Recommended Action		Incomplete		Moved		None of the Above	
	n	%	n	%	n	%	n	%	n	%
Central Region	251	54%	94	20%	89	19%	22	5%	11	2%
Crowley's Ridge	53	79%	6	9%	4	6%	3	4%	1	1%
North										

Central	53	62%	11	13%	8	9%	10	12%	3	4%
Northeast	71	72%	11	11%	11	11%	6	6%	0	0%
Northwest	133	65%	31	15%	29	14%	9	4%	3	1%
Total	561	61%	153	17%	141	15%	50	5%	11	1%

Level of Reading Recovery Coverage

Full implementation or full "coverage" has been reached in a school or in a district when there is sufficient trained teacher time available to serve all of the students defined as needing the service in the school or the district. Schools and districts move to full coverage over time. Only at the point of full coverage will the full decrease in the number of students with difficulties be realized. Schools and districts should have plans to work toward full coverage. Table 3 shows the level of coverage for schools in each site served by an ADE funded teacher leader.

Table 3: Number of Schools in each Site by Level of Coverage

Site	< 25%		25-49%		50-74%		75-99%		100%	
	n	%	n	%	n	%	n	%	n	%
Central Region	3	10%	4	13%	9	30%	7	23%	7	23%
Crowley's Ridge	0	0%	1	20%	3	60%	1	20%	0	0%
North Central	1	13%	2	25%	1	13%	2	25%	2	25%
Northeast	0	0%	1	13%	4	50%	2	25%	1	13%
Northwest	1	5%	12	63%	4	21%	1	5%	1	5%
Total	5	7%	20	29%	21	30%	13	19%	11	16%

II. Role of the Literacy Specialists/Reading Recovery Teacher Leaders Housed at the University of Arkansas at Little Rock, School of Education, Center for Literacy

The Center for Literacy houses four nationally recognized models: Partnerships in Comprehensive Literacy (PCL), Comprehensive Intervention Model (CIM), Comprehensive Literacy Model (CLM), and Reading Recovery (RR). These models are implemented in schools across Arkansas, including sites across the nation. The UALR Center for Literacy is one of only 22 universities in the nation that is certified for training Reading Recovery Teacher Leaders.

Four clinical members of the Center were housed at the University of Arkansas at Little Rock, during the 2014-15 school year and served in dual roles as ADE Literacy Specialists and Reading Recovery Teacher Leaders. The literacy specialists are experts in the theories, practices, and research of effective literacy models and work directly with schools to:

- provide specialized training to educators in evidence-based literacy programs and interventions with proven results,
- advocate for intervention teachers, literacy coaches, and reading specialists as agents of school improvement and literacy change,
- enrich the knowledge and experiences of educators through professional development offerings (state literacy trainings),

- use technology for multiple purposes, including disseminating technical information, providing professional development, and observing and coaching educators during real-time teaching experiences (on the hardest to accelerate literacy learners), and
- support the enhancement of teacher knowledge and expertise through literacy conferences, institutes, and workshops (sponsored by the Center for Literacy staff).

This section represents an examination of the professional roles and types of support provided by the UALR ADE Literacy Specialists/Reading Recovery Teacher Leaders, and highlights their 2014-2015 accomplishments under the following areas:

- Service to schools
- Service to the profession and the community

Service to Schools

Four literacy specialists served Arkansas schools in the following ways:

- Provided approximately 650 hours of individualized tutoring and/or small group intervention to struggling readers
- Provided approximately 550 hours of professional development to intervention teachers through face-to-face or teleconferencing
- Provided approximately 90 hours of specialized training to new Reading Recovery teachers
- Provided approximately 500 hours of coaching/instructional support through face-to-face or teleconferencing (during Reading Recovery and small group lessons)

Continuing Contact Professional Development

Each Literacy Specialist was responsible for developing and researching professional development topics and sessions for their monthly professional development or Continuing Contact (CC) sessions for the Reading Recovery and Comprehensive Intervention Model programs (hours listed above under PD).

The Specialist provided tailored professional development opportunities and school site visits to Reading Recovery teachers in the following Education Service Cooperatives (ESC):

- Guy Fenter ESC (formerly Western Education ESC) in Branch, AR – the specialist worked directly with the elementary schools within Ozark, Waldron, Mansfield, Charleston and the Greenwood School Districts
- Arkansas River ESC in Pine Bluff, AR – the specialist worked directly with the elementary schools within the Pine Bluff, Watson Chapel and Sheridan School Districts
- Dawson ESC in Arkadelphia, AR – the specialist worked directly with the elementary schools within the Texarkana, Ashdown, Magnolia and Pulaski County School Districts
- UALR Center for Literacy, Little Rock, AR – the specialist worked directly with the elementary schools within the Russellville, Pottsville, London, Atkins and Dover School Districts

The four Literacy Specialists are all housed at the UALR, Center for Literacy and traveled across the state to provide professional development and technical instructional support to Reading Recovery teachers. Continuing Contact sessions were based upon the data analysis of Reading Recovery results from the previous school year (for program children served in the intervention) compiled by

the International Data Evaluation Center (IDEC). The professional development opportunities/sessions (Continuing Contact) afforded RR practitioners a minimum of six professional development sessions, including a minimum of four behind-the-glass sessions with two lessons observed and analyzed at each session. RR teachers also received a minimum of one school visit from the RRTL/LS annually. These visits were also based on student achievement (and a lack thereof) in the intervention and at the request of the RR teacher.

Continuing Contact sessions are conducted and led by the RRTL/LS, demonstrating facility with adult and child learning theories; principles of literacy and cognition; and comprehensive intervention practices. As teachers observe two independent 30 minute lessons during each PD session, the RRTL generates the "behind-the-glass" discussion encouraging the RR teachers to reflect upon each child's demonstrated strategic processing behaviors (while reading, writing, and word solving). The lessons and discussions all serve to assist RR teachers in serving and supporting the lowest performing students to reach average classroom levels of literacy.

Service (Professional and Community)

Center staff was actively involved in professional activities at the local and state levels. Highlights include:

- Vice President, North Central Arkansas Reading Council – Dana Autry
- Dyslexia Committee – Susan Perry
- ADE Professional Development Committee, Common Core State Standards – Stephanie Copes, Virginia Harford, Susan Perry, Dana Autry

The Center staff also hosted and presented at their annual Fall Reading Recovery and K-8 Comprehensive Literacy Conference (two-day conference, October 2014) and their Summer Literacy Institutes - Comprehensive Literacy Institute, June 15 – 17, 2015 and the Comprehensive Intervention Model, June 29 – July 1, 2015. The Literacy Specialists/Reading Recovery Teacher Leaders supported more than 128 Arkansas educators this summer in deepening their understanding of research-based practices, differentiated instruction, and scaffolding techniques to guarantee the literacy success of all students.

Dyslexia

Grade Levels

- K-12

Approved Areas of Professional Development

- Instructional Strategies
- Cognitive Research
- Assessment
- Content
- Principles of Learning/Developmental Stages
- Building a Collaborative Learning Community
- Systemic Change Process

Description

Meeting the Needs of Children with Dyslexia in Public Schools: Implementing Acts 1294 and 1268 is a presentation that provides an overview of the requirements of Acts 1294 and 1268 in regards to screening, dyslexia intervention services, school reporting, and available resources.

School-Based Identification of Dyslexia in Arkansas Public Schools: The Very Basics is a 6-hour seminar designed for Arkansas Educators who are new to the process and procedures identifying students exhibiting the characteristics of dyslexia
The seminar will include:

- A review of the current research-based definition of dyslexia
- A brief introduction to test instruments for a dyslexia identification test battery
- A definition-paradigm and profile for dyslexia identification
- The core principles of dyslexia identification, including standards of measurement, data gathering, review of early reading assessments and Response to Intervention (RtI) progress measurements
- Case studies that allow the participants to recognize the characteristic profiles of students with dyslexia and to make decisions regarding placement
- Examples of definition-based teacher and parent questionnaires
- Participants will not receive specific training on test instruments.

Professional Development Schedule

Presentation	Content
Meeting the Needs of Children with Dyslexia in Public Schools: Implementing Acts 1294 and 1268	Overview of the requirements of Acts 1294 and 1268 in regards to screening, dyslexia intervention services, school reporting, and available resources
School-Based Identification of Dyslexia in Arkansas Public Schools: The Very Basics	Introduction to the procedures of identifying students exhibiting the characteristics of dyslexia

Research

- ARKANSAS CODE ANNOTATED §§ 6-41-601

- Dyslexia Basics. (n.d.). Retrieved September 8, 2014.

- Kolenovsky, G. (Director) (2014, July 1). Identifying Dyslexia The Very Basics: School-Based Identification of Dyslexia in Texas. Lecture conducted from Luke Waited Center for Dyslexia, Dallas.

Contact Information

For additional information, contact the dyslexia specialists at your local education service cooperative.

Targeted Dyslexia Topics: Number of Participants – July 2014 – June 2015

Cooperative	Meeting The Needs	School-Based Identification
Arch Ford	50	116
AR River		133
Crowley's		151
Dawson		66
DeQueen		47
Great Rivers	34	27
Northcentral		49
Northeast		54
Northwest		149
Ozark (OUR)		78
South Central		38
Southeast		75
Southwest		40
Western		137
Wilbur Mills	22	62
Other	400	162
Totals	506	1384

IV. Statewide Professional Development K---12 Mathematics

- **Cognitively Guided Instruction (CGI)**
- **Thinking Mathematically**
- **Extending Children's Mathematics**
- **Common Core State Standards: Targeted Mathematics Topics**
- **Common Core State Standards: Planning for Instruction**
- **Mathematics Design Collaborative (MDC)**

Cognitively Guided Instruction (CGI)

Grade Levels

- **K-3**
- **Special Education K-3**

Approved Areas of Professional Development

- **Content (K-3)**
- **Instructional Strategies**
- **Assessment**
- **Standards, Frameworks, Curriculum Alignment**
- **Principles of Learning/Developmental Stages**
- **Cognitive Research**
- **Building a Collaborative Learning Community**

Description

Cognitively Guided Instruction (CGI) is a three---year professional development opportunity offered by the Arkansas Department of Education, education service cooperatives, and the university STEM centers. It is designed for teachers to learn a research---based framework for how elementary school children learn concepts of number and operation. Children's understanding of algebraic concepts – both properties of operations and properties of equations – is embedded in these frameworks. Teachers also learn how to use the framework to inform their mathematical instruction. The knowledge that teachers gain in a CGI workshop enhances how they implement any curriculum or resource materials.

Professional Development Schedule

<table>
<tr><th>Year 1</th><th>Content</th></tr>
<tr><td>Four---day summer institute</td><td rowspan="3">• Frameworks for how children solve addition, subtraction, multiplication, and division problems
• Frameworks for how children develop an understanding of the base ten number system
• How to design problems for their students that embed the Common Core State Standards for Mathematics
• How to adapt problems for learner differences in ways that support all children's ability to engage in rigorous mathematical problem solving
• How to pose problems to children in a manner that supports and develops children's problem solving abilities</td></tr>
<tr><td>Two---day session in the fall semester

School---based, classroom embedded professional development is a part of the two--- day session in the fall semester.</td></tr>
<tr><td>One---day session in the spring semester</td></tr>
<tr><th>Year 2</th><th>Content</th></tr>
<tr><td>Four---day summer institute</td><td rowspan="2">• Refine understanding of the frameworks from CGI Year 1 and increase ability to use these frameworks to inform math instruction
• Integrate instruction in operations and algebraic thinking</td></tr>
<tr><td>Two sessions in the fall or spring semester.

School---based, classroom embedded professional development is a part of the two--- day session in the school year.</td></tr>
</table>

	• Tailor questions to gain essential information to determine each student's progress in understanding of specific math standards • Differentiate instruction in ways that support each student's participation in rigorous mathematical problem solving
Year 3	**Content**
Three---day summer institute	• Refine understanding of the frameworks learned in CGI years 1 and 2 • Integrate experiences with children with understanding of the mathematical frameworks to design instruction that engages all children at an appropriate level of rigorous mathematical problem solving • Increase ability to integrate instruction in operations and instruction In algebraic thinking • Develop the ability to use mathematical notation to help children reflect on the algebraic properties of their solution strategies • Integrate number facts instruction with teaching for understanding
Two---day session in the fall semester School---based, classroom embedded professional development is a part of the two--- day session in the fall semester.	
Two---day session in the spring semester School---based, classroom embedded professional development is a part of the two--- day session in the spring semester.	

Research

Carpenter, T. P., Ansell, E., Franke, M. L., Fennema, E., and Weisbeck, L. (1993). Models of problem--- solving: A study of kindergarten children's problem---solving processes. *Journal for Research in Mathematics Education, 24*(5), 528---441.

Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (2015). *Children's mathematics: cognitively guided instruction*. Portsmouth, NH: Heinemann.

Carpenter, T. P., Fennema, E., Peterson, P. L., Chiang, C. P., & Loef, M. (1989). Using knowledge of children's mathematics thinking in classroom teaching: An experimental study. *American Educational Research Journal, 26* (4), 385---531.

Carpenter, T. P., Franke, M. L., Jacobs, V. R., Fennema, E., and Empson, S. B. (1998). A longitudinal study of invention and understanding in children's multi-digit addition and subtraction. *Journal for Research in Mathematics Education, 29*(1), 3---20.

Jacobs, V. R., Franke, M. L., Carpenter, T. P., Levi, L., Battey, D. (2007). Professional development focused on children's algebraic reasoning in elementary school. *Journal for Research in Mathematics Education, May 2007.*

Jacobs, V. R., Lamb, L. L. C., Philipp, R. A., & Schappelle, B. P. (2011). Deciding how to respond on the basis of children's understandings. In M. G. Sherin, V. R., Jacobs, & R. A. Philipp (Eds.) *Mathematics teacher noticing: Seeing through teachers' eyes*. New York: Routledge

Cognitively Guided Instruction: CGI YR-1, new participants in a 3 year training											
Training Year	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**	**TOTALS**
Arch Ford		30	19	28	93	59	60	150	115	60	614
Arkansas River		14	21	0	0	0	0	0	61	60	156
Crowley's Ridge		30	30	30	32	25	239	120	116	82	704
Dawson		30	70	70	36	85	120	127	28	0	566
DeQueen/Mena		0	29	90	32	29	27	30	30	20	287
Great Rivers		0	0	27	27	0	30	30	30	12	156
Northcentral		0	28	34	61	54	87	26	22	30	342
Northeast		0	32	19	20	0	29	60	30	30	220
Northwest	34	69	70	41	65	105	76	90	114	90	754
OUR		0	0	63	64	42	60	50	28	29	336
South Central	32	35	28	16	30	24	30	0	31	26	252
Southeast		0	25	120	25	0	86	27	0	30	313
Southwest		20	25	0	32	0	60	28	30	26	221
Western		0	0	0	31	55	30	31	0	0	147
Wilbur Mills		21	144	95	60	54	20	89	51	57	591
ASU -Rural STEM											0
ASU- Delta STEM											0
Harding University STEM											0
SAU STEM Center					32	24					56
UA-STEM Center											0
UAFS-STEM Center									30		30
UALR-STEM Center			20	50	90	120	166	110	109	45	710
UAM-STEM Center											0
UAPB-STEM Center											0
UCA-STEM											0
TOTALS	**66**	**249**	**541**	**683**	**730**	**676**	**1120**	**968**	**825**	**597**	**6455**

Note: STEM Center and Cooperative Math Specialists collaborate to provide trainings. This data represents the regional agency that registered the training.

Arkansas CGI Leadership Cohort A (2009)				
Region	**First Name**	**Last Name**	**School District**	**POSITION**
Arch Ford ESC	Kathy	Nolen		Retired
	Nancy	Via	Arch Ford ESC	ADE Math Specialist
Arkansas River ESC	Liz	Diemer	Sheridan	Resource Teacher
	Alisa	Gray	Sheridan	Math IF
	Sarah	Hogg	Sheridan	Principal
Dawson ESC	Mary	Armstrong	Bryant	Math IF
	Tina	Hobbs	Malvern	Principal
	Lori	Saracini	Hot Springs	Math IF
	Ann	Webb	Hot Springs	Math Specialist
DeQueen/Mena ESC	Jody	Pearce	DeQueen/Mena ESC	ADE Math Specialist
Northwest ESC	Heather	Barron	Springdale	Math IF
	Stacey	Dominquez	Springdale	Math IF
	Stacie	Grace	Springdale	3rd Grade Teacher
	Linda	Jaslow	Northwest ESC	IF/Specialist
	Christi	Schrauger	Springdale	Race to the Top Grant Teacher K-5
	Cheryl	Scott	Rogers	Math IF
	Laura	Wieland	Springdale	District K-5 Math Teacher on Special Assignment
OUR ESC	Shane	Flud	OUR ESC	ADE Math Specialist
	Debbie	Wilson	Harrison	Principal
South Central ESC	Lynne	Nielsen	Louisiana Tech University	Assistant Professor of Math Education
	Sonya	Russell	Magnolia	Mathematics-Curriculum Coordinator
Southeast ESC	Bonnie	Gavin	Woodlawn	2nd Grade Teacher
	Emily	White	Monticello	1st Grade Teacher
UALR STEM Center	Carolyn	Blome	Little Rock	1st Grade Teacher
	Katrina	Long	Little Rock	4th Grade Teacher
Wilbur Mills ESC	Pamela	Allen	Wilbur Mills ESC	ADE Math Specialist

Arkansas CGI Leadership Cohort B (2012)				
Region	**First Name**	**Last Name**	**School District**	**POSITION**
Arch Ford ESC	Jamie	Hawkins	South Conway County	Teacher
	Tara	Sanders	Danville	2nd Grade Teacher
	Brittany	Shipp	East End	Kindergarten Teacher
UALR STEM Center	Marian	Cunningham	Little Rock	1st Grade Teacher
	Patricia	Goodman	Little Rock	Math IF
	Kim	Romain	Little Rock	5th Grade Teacher
	Thoma	Thacker	Little Rock	1st Grade Teacher
Crowley's Ridge ESC	Wendy	Green	Bay	1st Grade Teacher
	Hidda	Spencer	Jonesboro	4th Grade Teacher
	Ashley	Layne	Bay	3rd Grade Teacher
	Kristy	Spencer	Bay	1st Grade Teacher
Dawson ESC	Cheryl	Hentschel	Benton	Math IF
	Rhonda	Petit	Fordyce	4th Grade Teacher
DeQueen/Mena ESC	Paulette	Crawford	Mena	4th Grade Teacher/ESL
Northcentral ESC	Lisa	Barber	Batesville	3rd Grade Teacher
	Tracey	Owens	Cedar Ridge	Math IF
Northwest ESC	Leticia	Greene	West Ford	3rd Grade Teacher
	Mary	Nevin	Elkins	Math IF
	Kendra	Bookout	Rogers	Math IF
OUR ESC	Suzanne	Grant	Harrison	Math IF
	Pattie	Wheeler	Valley Springs	Math IF
Southeast ESC	Mayme	Gille	Hamburg	1st/2nd Grade Teacher
Southwest ESC	Carol	Camp	Lafayette County	Math IF
	Angela	Murphy	Prescott	5th Grade Teacher
Western ESC	Elizabeth	Buergler	Ft. Smith	2nd Grade Teacher
	Elizabeth	Parker	Ft. Smith	2nd/4th Grade Teacher
Wilbur Mills ESC	Amber	Jones	Beebe	3rd Grade Teacher
	Remona	Moore	Beebe	Special Education Teacher K-8
Wilbur Mills ESC	Amber	Jones	Beebe	3rd Grade Teacher

Cognitively Guided Instruction (CGI) 2014-2015
Survey Monkey Data Report

This report is a compilation of data from 900 participants of Cognitively Guided Instruction (CGI) from a survey administered during Spring 2015. The first section of data (*Demographic Data*) is a compilation of the demographic data of participants taking the survey. The second section of data addresses Teaching Beliefs, Teacher Knowledge of the Use of Problems (or instructional decision making driven by how well they can understand the problems to make decisions), and Teacher Knowledge of Student Problem Solving Strategies (or teacher content knowledge that allows them to interpret student work).

I. Demographic Data

Current Level of CGI Training (n=900)

CGI Level 1	CGI Level 2	CGI Level 3
53.4 %	31.2 %	15.3 %

Trainer of Current CGI Training (n=850)

Training YR	Teacher Development Group (TDG)	AR CGI Trainer
1	11.8 %	88.4 %
2	13.6 %	86.8 %
3	96.9 %	3.1 %

Approximately what percent of teachers from your school are engaged in CGI? (n=900)

	Currently attending CGI Training		
	Level 1	Level 2	Level 3
100 %	5.2 %	9.3 %	9.4 %
99 % - 80 %	28.7 %	33.1 %	29.0%
79 % - 60 %	21.6 %	17.8%	27.5%
59 % - 40 %	25.2 %	19.9%	19.6 %
39 % - 20 %	11.6 %	13.9 %	9.4 %
19 % - 1 %	7.5 %	6.1 %	5.1%
0 %	<1 %	0 %	0 %

What type of support do you get in implementing CGI? Mark all that apply. (n=900)

	CGI Level 1	CGI Level 2	CGI Level 3
I don't get any support.	6.7 %	10.0 %	9.4%
I informally meet with my grade level teachers who are taking CGI.	57.2 %	50.9 %	63.8 %
How often do you meet?			
Occasionally	58.0 %	53.4%	52.5 %
Regularly	42.0%	46.6 %	47.5%
I informally meet with other teachers who are taking CGI.	45.7 %	39.5 %	47.1 %
How often do you meet?			
Occasionally	66.0 %	68.3%	64.9 %
Regularly	34.0%	31.7%	35 %
I formally meet with team meeting.	27.2 %	34.9 %	31.9%
How often do you meet?			
Once a week	51.6 %	39.1%	56.7 %
Once or twice a month	34.8 %	47.8 %	33.3 %
Once every few months	13.0 %	7.8%	6.7%
Once a semester	<1 %	1.7 %	1.7%
Once a year	0%	3.5 %	1.7 %
Who leads your team meeting?			
Administrator	6.9 %	7.3 %	5.0%
We rotate	64.0 %	47.3%	53.3 %
Coach	25.1 %	44.6 %	38.3 %
District Coordinator	4.0 %	<1 %	3.3 %

II. Teaching Beliefs, Content Knowledge, Teacher Knowledge of the Use of Problems, and Teacher Knowledge of Student Problem Solving Strategies Data

Teaching Beliefs, Teacher Knowledge of the Use of Problems, and Teacher Knowledge of Student Problem Solving Strategies data reported below is a compilation of the teacher beliefs in using CGI instructional strategies, the teacher's understanding of using problems to influence student learning, and the teacher's understanding about students' thinking in solving problems.

Teaching Beliefs

How often do you use CGI when you are teaching number and operations? (n=900)

	CGI Level 1 n = 485	CGI Level 2 n = 287	CGI Level 3 n = 140
Every Day	27.7 %	46.3 %	47.1 %
A Few Times a Week	53.9 %	44.8 %	51.5 %
Once a Week	15.4 %	8.9 %	1.5 %
Rarely	4 %	2.1 %	1.5 %

I believe students can solve problems without being taught the algorithms. (n=900)

	CGI Level 1 n = 481	**CGI Level 2** n = 281	**CGI Level 3** n = 138
5 - Strongly Agree	31.8 %	42.7 %	60.9 %
4 - Agree	51.9 %	45.6 %	29.7 %
3 - Neutral	12.5 %	9.6 %	8.0 %
2 - Disagree	3.7 %	2.1 %	0 %
1 – Strongly Disagree	0 %	0 %	1.5 %
Avg. Rating	4.1	4.3	4.5

My children spend a lot of time talking to each other about their mathematical thinking during math class.(n=900)

	CGI Level 1 n = 481	**CGI Level 2** n = 281	**CGI Level 3** n = 138
5 - Strongly Agree	12.7 %	22.1 %	23.9 %
4 - Agree	58.0 %	58.7 %	57.3 %
3 - Neutral	22.5 %	15.3 %	13.8 %
2 - Disagree	6.7 %	3.6 %	4.4 %
1 – Strongly Disagree	0.2 %	0.4%	0.7%
Avg. Rating	3.8	4.0	4.0

I know my math lesson went well when most of my students are correctly using the procedure/algorithm I demonstrated for them. (n=900)

	CGI Level 1 n = 481	**CGI Level 2** n = 281	**CGI Level 3** n = 138
5 - Strongly Agree	2.7%	2.5 %	0.7 %
4 - Agree	22.0 %	16.7 %	11.6 %
3 - Neutral	31.2 %	27.1 %	23.9 %
2 - Disagree	35.6 %	38.1 %	37.7 %
1 – Strongly Disagree	8.5 %	15.7 %	26.1 %
Avg. Rating	2.7	2.6	2.4

My main role as a teacher is to tell my students how to solve mathematical problems. (n=900)

	CGI Level 1 n = 481	**CGI Level 2** n = 281	**CGI Level 3** n = 138
5 - Strongly Agree	1.5 %	1.4 %	0 %
4 - Agree	2.7 %	1.4 %	1.5 %
3 - Neutral	12.7 %	10.3 %	6.5 %
2 - Disagree	60.7 %	55.2 %	44.9 %
1 – Strongly Disagree	22.5 %	31.7 %	47.1 %
Avg. Rating	2.4	2.5	1.6

CGI has helped deepen my mathematical knowledge and instructional decision-making. (n=900)

	CGI Level 1 n = 481	**CGI Level 2** n = 281	**CGI Level 3** n = 138
5 - Strongly Agree	40.1 %	50.2 %	69.6 %
4 - Agree	55.9 %	47.3 %	28.3 %
3 - Neutral	3.1 %	2.1 %	1.5 %
2 - Disagree	0.2%	0.4 %	0 %
1 – Strongly Disagree	0.6%	0 %	0.7 %
Avg. Rating	4.3	4.5	4.7

Teacher Knowledge of the Use of Problems

My role as a teacher is to pose carefully selected problems and number sets designed to develop understanding of different mathematical concepts. (n=900)

	CGI Level 1 n = 481	**CGI Level 2** n = 281	**CGI Level 3** n = 138
5 - Strongly Agree	38.5 %	52.7 %	68.1 %
4 - Agree	55.3 %	44.1 %	30.4 %
3 - Neutral	4.6 %	2.5 %	0.7 %
2 - Disagree	1.5 %	0.4 %	0.7 %
1 – Strongly Disagree	0.2 %	0.4 %	0 %
Avg. Rating	4.3	4.5	4.7

I use the CGI problem types to teach children how to solve the different types of problems. (n=900)

	CGI Level 1 n = 481	**CGI Level 2** n = 281	**CGI Level 3** n = 138
5 - Strongly Agree	26.8 %	32.7 %	42.0 %
4 - Agree	64.7 %	55.9%	42.8 %
3 - Neutral	7.7 %	7.8%	5.8 %
2 - Disagree	0.8 %	3.2 %	8.0 %
1 – Strongly Disagree	0 %	0.4%	1.5 %
Avg Rating	4.2	4.2	4.2

Thinking Mathematically

Grade Levels

- **6---8**
- **Special Education 6---8**

Approved Areas of Professional Development

- **Content**
- **Instructional Strategies**
- **Assessment**
- **Standards, Frameworks, Curriculum Alignment**
- **Principles of Learning/Developmental Stages**
- **Cognitive Research**
- **Building a Collaborative Learning Community**

Description

Thinking Mathematically (TM) is currently a two---year professional development opportunity offered by the Arkansas Department of Education, education service cooperatives, and the university STEM centers. TM is designed for teachers to explore research---based frameworks for how middle level school children learn concepts dealing with computations with large numbers, algebraic reasoning, fractions, decimals and proportional reasoning. TM helps teachers learn the properties of operations and equations that are the foundation for algebra. Teachers also learn how to use the frameworks for children's thinking in conjunction with the algebraic properties to inform their mathematical instruction. What teachers learn in a Thinking Mathematically workshop enhances how they implement any curriculum or resource material.

Professional Development Schedule

<table>
<tr><th>Year 1</th><th>Content</th></tr>
<tr><td>Four---day summer institute</td><td rowspan="3">• Integrate instruction on computation with instruction on algebra
• Researched---based frameworks for students' strategies for computation
• Properties of operations and equations that are the foundation for algebra
• Integrate the research on students' thinking and the structure of formal algebra
• Design instruction that helps children learn number and operations while also learning algebraic reasoning
• Write problems for students that embed the CCSS for math and learn to adapt problems for learner differences in a manner that enables all students to engage in rigorous problem solving
• Pose problems to children in a manner that supports and develops children's problem solving abilities
• Focus on relational thinking strategies to embed algebraic concepts in operations with whole numbers, solve linear equations, develop an understanding of fraction as quantity, and fraction operations.</td></tr>
<tr><td>Two---day session in the fall semester

School---based, classroom embedded professional development is a part of the two---day session in the fall semester.</td></tr>
<tr><td>One---day session in the spring semester</td></tr>
</table>

Year 2	Content
Four---day summer institute	• Refine understanding of the research---based frameworks for children's thinking and understanding of the algebraic properties of operations and equations • Assess children's thinking • Use these frameworks to inform math instruction and to adapt instruction for learner differences in a manner that enables all students to engage in rigorous problem solving • Assess children's thinking • Tailor questions to gain specific information about an individual child's thinking • Use algebraic properties of operations and equations to solve equations • Algebra underlying fraction computation • Equivalence and proportional reasoning
Two---day session in the fall School---based, classroom embedded professional development is a part of the two---day session in the fall semester.	
One---day session in the spring School---based, classroom embedded professional development is a part of the one---day session in the spring semester.	
Year 3: Summer 2013	**Content**
Three---day summer institute	• Integrate instruction on computation with whole numbers with instruction on computation with fractions and decimals with instruction • Assess children's thinking • Use notation to help children reflect on the algebraic nature of their solution strategies • Provide instruction that engages each child at an appropriate level with the CCSS for Mathematics.
Two---day session in the fall School---based, classroom embedded professional development is a part of the two---day session in the fall semester.	
Two---day session in the spring School---based, classroom embedded professional development is a part of the two---day session in the spring semester.	

Research

Carpenter, T. P., Franke, M. L., and Levi, L., (2003). *Thinking mathematically: integrating arithmetic & algebra in elementary school*. Portsmouth, NH: Heinemann.

Empson, S. B., Junk, D., Dominguez, H., and Turner, E. (2006). Coordination of multiplicatively related quantities: A cross---sectional study of children's thinking. *Educational Studies in Mathematics*

Empson, S. B., and Levi, L. (2011) *Extending children's mathematics: Fractions and decimals.* Portsmouth, NH: Heinemann.

Jacobs, V. R., Franke, M. L., Carpenter, T.P., Levi, L., Battey, D. (2007) Professional development focused on children's algebraic reasoning in elementary school. *Journal for Research in Mathematics Education, (May).*

Jacobs, V. R., Lamb, L. L. C., Philipp, R. A., & Schappelle, B. P. (2011). Deciding how to respond on the basis of children's understandings. In M. G. Sherin, V. R., Jacobs, & R. A. Philipp (Eds.) *Mathematics teacher noticing: Seeing through teachers' eyes*. New York: Routledge.

Thinking Mathematically, number of new participants per year								
Training Year	08---09	09---10	10---11	11---12	12---13	13---14	14---15	TOTALS
Co---op								
Arch Ford			60	30				90
Arkansas River								0
Crowley's Ridge								0
Dawson			37		35			72
DeQueen/Mena		30						30
Great Rivers								0
Northcentral		34						34
Northeast								0
Northwest		30	77	58	31			196
OUR		27						27
South Central								0
Southeast								0
Southwest								0
Western								0
Wilbur Mills	27	22		15				64
ASU---Delta STEM								0
ASU---Rural STEM								0
HSU---STEM								0
HU--- STEM								0
SAU--- STEM								0
UA--- STEM			20	24	34	37	33	148
UAFS--- STEM								0
UALR--- STEM								0
UAM--- STEM								0
UCA--- STEM								0
TOTALS	**27**	**143**	**194**	**127**	**100**	**37**	**33**	**661**

Extending Children's Mathematics

Grade Levels

- Grades 3---6
- Special Education 3---6

Approved Areas of Professional Development

- Assessment
- Building a Collaborative Learning Community
- Cognitive Research
- Content (K---12)
- Instructional Strategies
- Principles of Learning/Developmental Stages
- Standards, Frameworks, and Curriculum Alignment

Extending Children's Mathematics is a professional development designed to enhance teachers' ability to teach math for understanding by increasing their understanding of students' mathematical thinking. The content focus is Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, The Number System, and Expressions and Equations as described in the Common Core State Standards (CCSS) for Grades 3---6. Through a focus on students' thinking, teachers improve their ability to implement the Standards for Mathematical Practice as described in the CCSS.

Professional Development Schedule

Year 1	Content
Four---day summer institute	• Frameworks for how children solve multiplication, and division problems with whole numbers • Integrate number facts instruction with teaching for understanding • Frameworks for how children develop an understanding fractions as relational quantities • How to design problems for their students • How to pose problems to children in a manner that supports and develops children's problem solving abilities
Two---day session in the fall semester Site---based, classroom embedded training is a part of the two---day session in the fall	
One---day session in the spring semester	
Year 2	**Content**
Four---day summer institute	• Refine understanding of the frameworks from ECM Year 1 and increase ability to use these frameworks to inform math instruction • Framework for how children development an understanding of base ten • Framework for how children development an understanding of equivalence • Integrating instruction in number and operations with instruction in algebraic thinking. • Assessing children's thinking by tailoring
Two sessions in the fall semester. Site---based, classroom embedded training is a part of the two---day session in the school year.	
Two---day session in the spring semester Site---based, classroom embedded training is a	

part of the two---day session in the fall semester.	questions to gain specific information
Year 3	**Content**
Three---day summer institute Two---day session in the fall semester Site---based, classroom embedded training is a part of the two---day session in the fall One---day session in the spring semester	• Refine understanding of the frameworks learned in CGI years 1 and 2 • Integrate experience with children with understanding of the mathematical frameworks • Increase ability to integrate instruction in number and operations with instruction In algebraic thinking • Develop the ability to use mathematical notation to help children reflect on the algebraic properties of their solution strategies • Integrate instruction on computational fluency with teaching for understanding

Research

Carpenter, T. P., Ansell, E., Franke, M. L., Fennema, E., and Weisbeck, L. (1993). Models of problem---solving: A study of kindergarten children's problem---solving processes. *Journal for Research in Mathematics Education, 24*(5), 528---441.

Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (1999). *Children's mathematics: cognitively guided instruction*. Portsmouth, NH: Heinemann.

Carpenter, T. P., Fennema, E., Peterson, P. L., Chiang, C. P., & Loef, M. (1989). Using knowledge of children's mathematics thinking in classroom teaching: An experimental study. *American Educational Research Journal, 26* (4), 385---531.

Carpenter, T. P., Franke, M. L., Jacobs, V. R., Fennema, E., and Empson, S. B. (1998). A longitudinal study of invention and understanding in children's multidigit addition and subtraction. *Journal for Research in Mathematics Education, 29*(1), 3---20.

Jacobs, V. R., Franke, M. L., Carpenter, T. P., Levi, L., Battey, D. (2007). Professional development focused on children's algebraic reasoning in elementary school. *Journal for Research in Mathematics Education, May 2007.*

Jacobs, V. R., Lamb, L. L. C., Philipp, R. A., & Schappelle, B. P. (2011). Deciding how to respond on the basis of children's understandings. In M. G. Sherin, V. R., Jacobs, & R. A. Philipp (Eds.) *Mathematics teacher noticing: Seeing through teachers' eyes*. New York: Routledge.

Contact Information

For additional information, contact the mathematics specialists at your local education service cooperative or university STEM center.

Extending Children's Mathematics, number of new participants per year				
Training Year	**2012-13**	**2013-14**	**2014-15**	**TOTALS**
Arch Ford	60	0	0	60
Arkansas River	0	0	60	60
Crowley's Ridge	60	60	57	177
Dawson	0	0	0	0
DeQueen/Mena	13	0	0	13
Great Rivers	0	0	0	0
Northcentral	0	29	0	29
Northeast	30	0	0	30
Northwest	59	117	57	233
OUR	0	28	0	28
South Central	0	22	7	29
Southeast	0	0	14	14
Southwest	0	30	24	54
Western	0	0	0	0
Wilbur Mills	0	30	0	30
ASU-Delta STEM	0	0	0	0
ASU-Rural STEM	0	0	0	0
HSU-STEM	0	0	0	0
HU- STEM	0	0	0	0
SAU- STEM	0	0	0	0
UA- STEM	0	0	0	0
UAFS- STEM	0	0	0	0
UALR- STEM	60	53	19	132
UAM- STEM	0	0	0	0
UCA- STEM	0	0	0	0
TOTAL	**282**	**369**	**238**	**889**

Common Core State Standards: Targeted Mathematics Topics

Grade Levels

- **Various configurations of K-12**

Approved Areas of Professional Development

- **Content (K---12)**
- **Instructional Strategies**
- **Assessment**
- **Standards, Frameworks, Curriculum Alignment**
- **Principles of Learning/Developmental Stages**
- **Cognitive Research**
- **Building a Collaborative Learning Community**

Description

This category consists of a group of courses that have been developed to address a comprehensive range of mathematics content for grades K---6. They are designed for teachers to select courses based on their personal learning needs or based on their analysis of student achievement data. Recommended pre---requisites accompany many of the courses, but there are several pathways a teacher could take in completing the courses. Completion of all of them could take several years. The courses are grounded in the same research that has informed the CGI/ECM/TM programs so that they send a consistent message about the importance of engaging and understanding student thinking in the process of teaching them mathematics. While CGI/ECM/TM focus on number, operations, and algebraic thinking, the CCSS courses deal with those topics and a broader range of topics including geometry, measurement, and data, and a broader range of grade levels, including some courses that span grades 6---12. The knowledge that teachers gain in any of these courses should enhance their understanding of the standards for mathematical practice, the particular mathematics content, and important connections for students across mathematics topics. These courses can be taken in a variety of ways that include 1) a Face---to---Face setting at an education cooperative or a regional university STEM center, 2) on---line course format with a facilitator via the AR Moodle platform, and/or 3) a Face---to---Face school---based professional learning community (PLC).

Category	Description	Courses
Number, Operations, and Algebraic Thinking	These courses begin by introducing the major types of addition, subtraction, multiplication, and division problems. Subsequent courses then build on the basic problem types to focus on developing place value understanding, fact fluency, fraction/decimal concepts and operations, and multi-digit computation.	---Problem Situations for Addition and Subtraction and the Nature of Equals (K---3) ---Problem Situations for Multiplication and Division and the Nature of Equals (K---6) ---Developing Fact Fluency (K---3) ---Developing the Base Ten System (K---6) ---Other Problem Situations for Multiplication and Division (3---6) ---Fraction Concepts: Equal Sharing (1---6) ---Fraction Operations: Multiple Groups (3---6) ---Fraction Operations: Partial Groups (4---7) ---Strategies, Algorithms, and Recording Systems for Multi---digit Addition and Subtraction (K---4) --- Strategies, Algorithms, and Recording Systems for Multi---digit Multiplication and Division (3---6)

Geometry and Measurement	These courses deal with geometry, geometric measurement, and non---geometric measurement. The measurement courses relate the measurement process for many attributes to the process for linear measurement. These courses make many connections to fraction courses in the Number, Operations, and Algebraic Thinking category. The geometry courses use transformations as a unifying theme.	---Linear Measurement (K---3) ---Area, Surface Area, and Volume (3---5) ---Angles, Coordinate Grids, and Scale (3---5) ---Non---geometric Measurement (K---5) ---Geometric Measurement (5---12) ---Geometry (6---12)
Data and Statistics	These courses develop data representation and statistical literacy skills appropriate for elementary and middle grades. Data representations are studied through the lens of what one would want to be able to interpret about the data from an examination of its shape. Characteristics of a distribution, such as its center and spread, are described and measured. Conventional statistics are developed.	---Numerical Data (2---5) ---Data Modeling Part 1: Data Display, Center, and Variability (5---7) ---Data Modeling Part 2: Chance, Modeling and Inference (5---7)
Algebra and Functions	These courses focus on the development of more formal algebraic thinking in the forms of tables, graphs, and variable expressions and equations. This reasoning builds from the work done with number and operations using numerical expressions and equations and properties of operations.	---Algebraic Thinking as a Bridge to Functions (3---6) ---Developing Proportional Reasoning (4---7) ---Functions (6---12)

Contact Information

For additional information, contact the mathematics specialists at your local education service cooperative or university STEM center.

Common Core State Standards: Planning for Instruction

Grade Levels

- **Various configurations of K---12**

Approved Areas of Professional Development

- **Content (K---12)**
- **Instructional Strategies**
- **Assessment**
- **Standards, Frameworks, Curriculum Alignment**
- **Principles of Learning/Developmental Stages**
- **Cognitive Research**
- **Building a Collaborative Learning Community**

Description

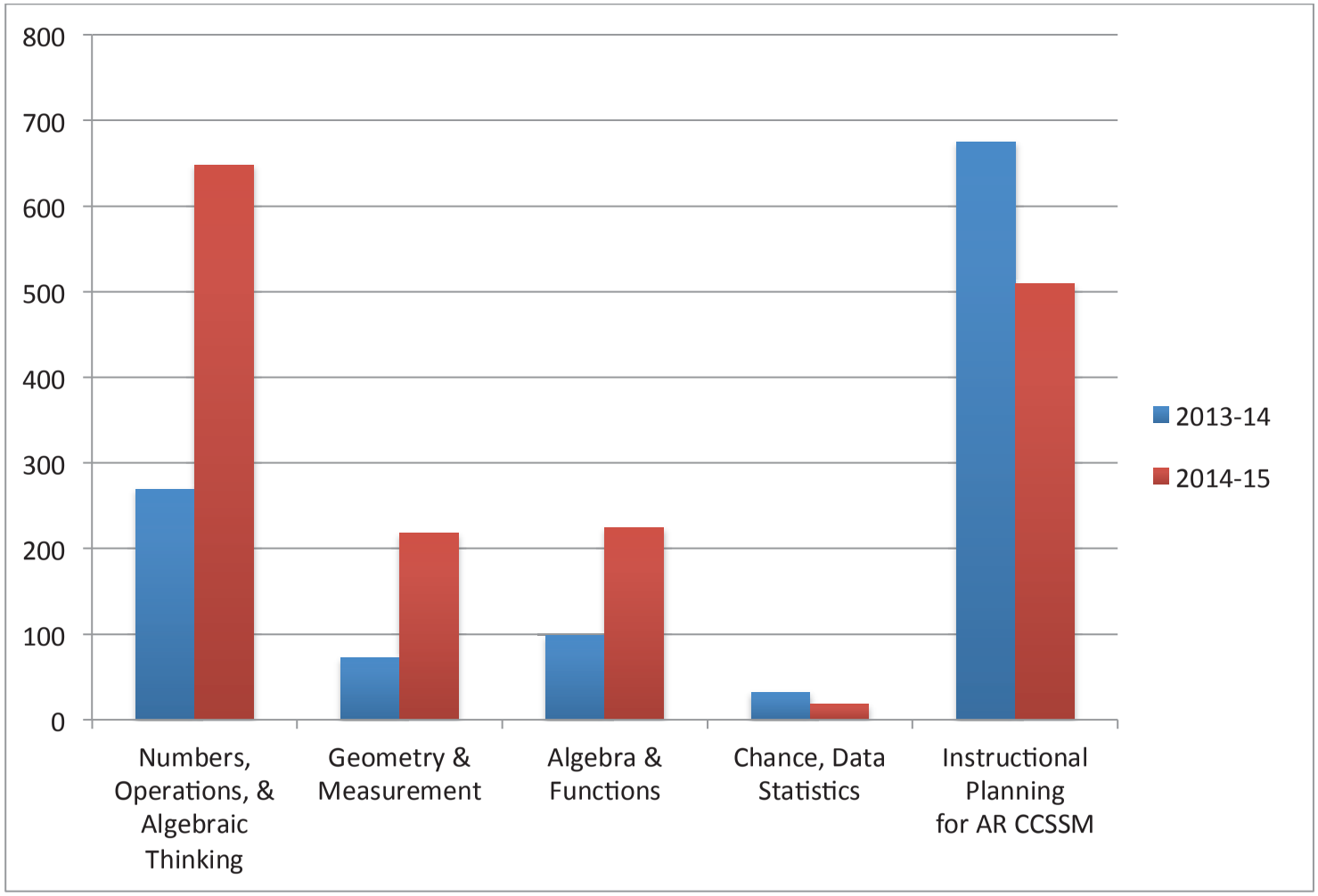
Educators may have questions and concerns around planning for instruction as they implement CCSSM. This professional development will facilitate a discussion about developing unit planning and lesson planning at a specific grade level for grades K---12. A list of primary resources for planning and sources for locating problems and tasks will be provided.

Contact Information

For additional information, contact the mathematics specialists at your local education service cooperative or university STEM center.

Common Core State Standards: Planning for Instruction Training Categories										
	Numbers, Operations, and Algebraic Thinking		Geometry and Measurement		Algebra and Functions		Chance, Data Statistics		Instructional Planning for CCSSM	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Arch Ford	60	71	6	45	27	27	8	2	18	0
Arkansas River	0	0	0	0	0	13	0	0	92	22
Crowley's Ridge	7	32	13	0	6	0	0	0	75	0
Dawson	80	116	0	18	14	28	8	0	122	11
DeQueen/Mena	0	26	0	0	0	0	6	0	0	31
Great Rivers	17	39	0	14	0	0	0	0	0	0
Northcentral	0	0	0	0	0	0	0	0	6	0
Northeast	45	45	7	12	0	17	0	0	146	0
Northwest	0	21	0	33	0	23	0	8	0	25
OUR	0	0	0	0	0	0	0	0	82	0
South Central	7	0	4	13	6	8	0	0	0	15
Southeast	12	0	0	0	8	0	0	8	0	61
Southwest	11	0	16	17	0	8	0	0	55	10
Western	0	24	0	0	0	0	0	0	0	0
Wilbur Mills	30	198	8	13	0	0	0	0	58	272
ASU-Rural STEM	0	0	0	0	0	0	0	0	6	0
ASU-Delta STEM	0	16	0	0	0	34	0	0	0	0
ATU STEM Institute	-	0	-	0	-	0	-	0	-	35
Harding U STEM	0	0	18	23	37	14	5	0	0	17
HSU STEM	0	0	0	0	0	0	0	0	0	0
SAU STEM Center	0	7	0	0	0	14	0	0	0	0
UA STEM Center	0	0	0	0	0	0	0	0	0	0
UAFS STEM Center	0	48	0	0	0	0	0	0	0	0
UALR STEM Center	0	0	0	30	0	30	0	0	0	0
UAM STEM Center	0	5	0	0	0	8	0	0	0	10
UCA STEM	0	0	0	0	0	0	0	0	0	0
Totals	**269**	**648**	**72**	**218**	**98**	**224**	**32**	**18**	**675**	**509**

Arkansas Common Core State Standards: Targeted Mathematics Topics (Including Instructional Planning)



Mathematics Design Collaborative (MDC)

Grade Levels

- **Grades 9---10 (Algebra I and Geometry)**
- **Grades 6---8**

Approved Areas of Professional Development

- **Content**
- **Instructional Strategies**
- **Assessment**
- **Standards, Frameworks, Curriculum Alignment**
- **Principles of Learning/Developmental Stages**
- **Cognitive Research**
- **Building a Collaborative Learning Community**

Description

The Mathematics Design Collaborative (MDC) provides schools with instructional tools needed to help teachers understand and implement the Arkansas Common Core State Standards (CCSS) for grades 6-8 and high school Algebra 1 and Geometry effectively while allowing teachers the flexibility to select topics and adapt assignments to their specific instructional plans. MDC helps teachers embed the new standards into instruction and engage students in assignments that address math understanding. MDC uses formative assessment lessons (FALs) to engage students in a productive struggle that builds fluency with their procedural skills, and deepens mathematical reasoning and understanding. Students participate in both individual and group learning as teachers use FALs and questions to check for students' math understanding and correct common misunderstandings.

Activities

Kevin Beaumont, Director of Professional Development, and Marshal Hurst, LDC/MDC Coordinator, were invited to attend the first Math Partner Convening for the Mathematics Design Collaborative hosted by the Bill and Melinda Gates Foundation. The goals included:

- Sharing our work and orienting to this project.
- Collaborating on a vision of possibilities, solutions, and questions.
- Outlining next steps to move from "Vision" to "Action".

The Arkansas Department of Education partnered with the Education Renewal Zones, the Arkansas Educational Television Network, and local Educational Service Cooperatives in hosting a four-day workshop series focusing on Understanding by Design (UbD). "What now," was a common question asked by teachers and administrators after completing the first year of LDC and MDC training. While MDC concentrates on the Formative Assessment Lessons, they can be fit into stage 3 and would be focused within a unit of study. These units introduce students to new knowledge and skills and enable them to get an understanding. Understanding by Design provides a three-stage design process of planning along with a set of helpful design tools to create a unit of instruction or series of units that would make a course.

Schools participating in the workshop series were asked to send a team of at least four participants, consisting of teacher leaders and administrators. These teams worked to develop at least one unit of study using the Understanding by Design Framework.

Mathematics Design Collaborative (MDC), number of new participants				
Training Year	Pilot 2011-2012	Cohort 1 2012 - 2013	Cohort 2 2013 - 2014	Cohort 3 2014 - 2015
Arch Ford ATU-STEM UCA-STEM	0	3	7	30
Arkansas River UALR-STEM	4	11	10	37
Crowley's Ridge ASU-Delta STEM	0	0	9	27
Dawson HSU-STEM	0	7	7	24
DeQueen/Mena HSU-STEM	1	8	10	10
Great Rivers	0	0	2	19
Northcentral ASU-Rural STEM	0	1	3	6
Northeast ASU-Rural STEM	0	0	3	9
Northwest UA-STEM	0	2	16	12
OUR	0	0	1	15
South Central SAU-STEM	0	1	6	4
Southeast UAM-STEM	1	5	2	13
Southwest SAU-STEM	0	2	1	19
Western UAFS-STEM	6	3	4	5
Wilbur Mills HU-STEM	0	0	5	11
TOTAL	**12**	**43**	**86**	**241**

Note: STEM Center and Cooperative Math Specialists collaborate to provide trainings. This training is held at the regional education service center. The Tri-District region is credited to the UALR STEM center but various specialists provide support.

V. Statewide Professional Development K-12 Science

- **Picture Book Science**
- **Planning for New Science Standards Series Workshop I: Introduction to *A Framework for K---12 Science Education***
- **Planning for New Science Standards Series Workshop 2: Practices, Strategies, and Tools for the Next Generation Science Classroom**

Picture Book Science

Target Audience

- K-6 Teachers and Instructional Facilitators

Professional Development Focus Areas

- Science Content K-6
- Cognitive Research
- Instructional Strategies
- Principles of Learning/Developmental Stages
- Standards, Frameworks, and Curriculum Alignment

Description

Picture Book Science is a 2-day; K-6 training that combines science and reading to incorporate easy-to-grasp science concepts. Participants will learn how to choose quality, non-fiction picture books; use vocabulary and reading strategies; and how to create inquiry-based science lessons that support Common Core State Standards.

Professional Development Schedule

Session	Content
Two-Day Workshop	• Inquiry---Based Lesson Development • Content Literacy Strategies: Reading, Vocabulary • Quality Book Selection Process • 5-E Instructional Model • High-yield Assessment Strategies

Resources

Bybee, Rodger W., et al. (2006). The BSCS 5E Instructional Model: Origins, Effectiveness, and Applications, Executive Summary. BSBC: Colorado Springs, CO.

Collections of the trade books used in both *Picture---Perfect Science Lessons* and *More Picture Perfect Science Lessons*. Published by NSTA Press.

Picture Book Science					
Number of Participants					
	Training Year 9/1/2011-8/31/12	Training Year 9/1/2012-8/31/13	Training Year 9/1/2013-8/31/14	Training Year 6/1/2014-5/31/15	TOTAL
Arch Ford ESC	73	0	21	21	115
Arkansas River ESC	4	18	6	6	34
Crowley's Ridge ESC	0	33	57	57	147
Dawson ESC	34	18	48	48	148
DeQueen/Mena ESC	31	4	26	26	87
Great Rivers ESC	17	9	10	10	46
Northcentral Arkansas ESC	0	0	19	19	38
Northeast Arkansas ESC	55	0	29	29	113
Northwest Arkansas ESC	14	19	32	32	97
Ozarks Unlimited Resources ESC	13	23	28	28	92
South Central ESC	0	10	0	0	10
Southeast Arkansas ESC	8	0	17	17	42
Southwest Arkansas ESC	0	0	0	0	0
Western Arkansas ESC	0	68	73	73	256
Wilbur Mills ESC	30	0	33	33	96
Center for Math and Science Education (UA Fayetteville)	19	0	14	14	47
Harding University STEM Center	0	53	19	19	91
Institute for Math and Science Education (UA Fort	0	0	2	2	4
Math and Science Education Partnership (UA	0	0	0	0	0
South Arkansas Math and Science STEM Center (Henderson)	43	18	36	36	133
University STEM Center (SAU)	0	0	0	0	0
University STEM Center (UCA)	0	0	20	20	40
STEM Institute (AR Tech)	0	0	0	0	0
Rural STEM Center (ASU)	0	22	19	19	60
Delta STEM center (ASU)	0	0	0	0	0
STEM Center (UAM)	0	0	147	147	294
TOTALS	**341**	**295**	**656**	**656**	**1990**

Planning for New Science Standards Series
Workshop I: Introduction to *A Framework for K---12 Science Education*

Target Audience

- K-12 Science Teachers, Instructional Facilitators, School Administrators

Professional Development Focus Areas

- Science Content
- Cognitive Research
- Principles of Learning/Developmental Stages
- Standards, Frameworks, and Curriculum Alignment

Description

During this one---day introduction to new science standards, participants will enhance their understanding of *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (NRC, 2011) and its relationship to the *Next Generation Science Standards* (*NGSS*). Physical science, life science, and earth and space science content areas will be addressed.

Professional Development Schedule

Session	Content
One-Day Workshop	• Three dimensions of *A Framework for K-12 Science Education* • New Vision for Science Education • Architecture of the Next Generation Science Standards

Resources

A Framework for K-12 Science Education (NRC 2011). Each participant should download the free PDF at http://www.nap.edu/catalog.php?record_id=13165

Next Generation Science Standards (NGSS). A free, interactive, digital version is available at www.nextgenscience.org.

Planning for New Science Standards Series
Workshop I: Introduction to *A Framework for K-12 Science Education*

Number of Participants

	Training Year 9/1/2011-8/31/12	Training Year 9/1/2012-8/31/13	Training Year 9/1/2013-8/31/14	Training Year 6/1/2014-5/31/15	Totals
Arch Ford ESC	33	18	14	14	79
Arkansas River ESC	18	11	24	24	77
Crowley's Ridge ESC	57	254	27	27	365
Dawson ESC	45	28	35	35	143
DeQueen/Mena ESC	41	0	25	25	91
Great Rivers ESC	39	38	6	6	89
Northcentral Arkansas ESC	29	27	6	6	68
Northeast Arkansas ESC	5	55	21	21	102
Northwest Arkansas ESC	0	93	103	103	299
Ozarks Unlimited Resources ESC	24	69	24	24	142
South Central ESC	19	16	0	0	35
Southeast Arkansas ESC	26	16	12	12	66
Southwest Arkansas ESC	0	0	0	0	0
Western Arkansas ESC	46	52	0	0	108
Wilbur Mills ESC	0	0	0	0	0
Center for Math and Science Education (UA Fayetteville)	27	151	32	32	242
Harding University STEM Center	40	47	24	24	135
Institute for Math and Science Education (UA Fort Smith)	15	40	1	1	57
Math and Science Education Partnership (UA Little Rock)	0	48	6	6	60
South Arkansas Math and Science STEM Center (HSU)	10	18	0	0	28
University STEM Center (SAU) Magnolia	0	0	6	6	12
University STEM Center (UCA)	33	95	42	42	212
STEM Institute (AR Tech)	0	0	0	0	0
Rural STEM Center (ASU)	0	0	13	13	26
Delta STEM center (ASU)	0	0	14	14	28
STEM Center (UAM)	0	26	12	12	50
Totals	**507**	**1102**	**447**	**447**	**2514**

Planning for New Science Standards Series
Workshop 2: Practices, Strategies, and Tools for the Next Generation Science Classroom

Target Audience

- K---12 Teachers, Instructional Facilitators, and Administrators

Professional Development Focus Areas

- Science Content
- Cognitive Research
- Instructional Strategies
- Standards, Frameworks, and Curriculum Alignment

Description

During this two---day workshop, participants will be introduced to the use of questioning and discussion strategies as effective tools to engage students in the scientific and engineering practices from A Framework For K---12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (NRC 2011).

Professional Development Schedule

Session	Content
• Two---Day Workshop • Two consecutive days • It is preferable, but not required, for participants to have previously completed the first workshop of this series – Introduction to *A Framework for K---12 Science Education*	• Scientific and engineering practices • Common Core State Standards for ELA/Literacy • Communicating With students • Using questioning and discussion techniques • Engaging students in learning • Using formative assessment in instruction

Resources

A Framework for K---12 Science Education (NRC 2011). Each participant should download the free PDF at http://www.nap.edu/catalog.php?record_id=13165

Next Generation Science Standards (NGSS). A free, interactive, digital version is available at www.nextgenscience.org

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects http://www.corestandards.org.

Planning for New Science Standards Series Workshop 2: Practices, Strategies, and Tools for the Next Generation Science Classroom

	Number of Participants		
	Training Year 9/1/2013 - 8/31/14	Training Year 6/1/2014 - 5/31/15	Totals
Arch Ford ESC	7	7	14
Arkansas River ESC	19	19	38
Crowley's Ridge ESC	21	21	42
Dawson ESC	43	43	86
DeQueen/Mena ESC	26	26	52
Great Rivers ESC	7	7	14
Northcentral Arkansas ESC	21	21	42
Northeast Arkansas ESC	27	27	54
Northwest Arkansas ESC	24	24	48
Ozarks Unlimited Resources ESC	4	4	8
South Central ESC	0	0	0
Southeast Arkansas ESC	19	19	38
Southwest Arkansas ESC	0	0	0
Western Arkansas ESC	0	0	0
Wilbur Mills ESC	0	0	0
Center for Math and Science Education (UA Fayetteville)	0	0	0
Harding University STEM Center	23	23	46
Institute for Math and Science Education (UA Fort Smith)	6	6	12
Math and Science Education Partnership (UA Little Rock)	6	6	12
South Arkansas Math and Science STEM Center (HSU)	6	6	12
University STEM Center (SAU) Magnolia	11	11	22
University STEM Center (UCA)	22	22	44
STEM Institute (AR Tech)	0	0	0
Rural STEM Center (ASU)	4	4	8
Delta STEM center (ASU)	0	0	0
STEM Center (UAM)	0	0	0
Totals	**296**	**296**	**592**

Planning for New Science Standards Series Workshop 2: Practices, Strategies, and Tools for the Next Generation Science Classroom

June 2, 2014---August 31, 2014
Survey Monkey Data Report

The charts below contain demographic data collected from participants submitting the post-survey upon the completion of Planning for New Science Standards Series, Workshop 2: Practices, Strategies, and Tools for the Next Generation Science Classroom.

Number of Participants Completing Survey	Number of Districts Represented
225	93

Current Educational Role of Participant

K---3 Classroom Teacher	3---5 Classroom Teacher	6---8 Classroom Teacher	9---12 Classroom Teacher	K---12 Special Education	Instructional Facilitator	Administrator
17	65	64	59	8	11	1
8%	29%	28%	26%	4%	4%	1%

VIII. Arkansas On-line Professional Development Initiative

History

Since its inception in 2006, ArkansasIDEAS has undergone a variety of changes. In order to fully appreciate its evolution, however, a thorough examination of its past is needed.

ArkansasIDEAS is the result of a variety of legislative actions and recommendations over a period of several years. The most significant precipice came following the verdict of the landmark Lake View School District No. 25 v. Huckabee case in 2000. The ruling redefined school funding formulas in Arkansas as well as catalyzed the urgency to provide Arkansas educators with the training and support they need to become experts in their respective fields.

In 2002, the Arkansas Blue Ribbon Commission made a recommendation to then Governor Mike Huckabee and the Arkansas Legislature to increase the number of professional development hours from thirty annually to sixty. Following that, the Arkansas Legislature took the Blue Ribbon Commission's recommendation one step further by making the suggestion law in 2005.

Under the new law, all Arkansas educators were mandated to provide documentation of sixty-hours of their professional development experiences. Thus, this documentation, along with other continuing education coursework earned throughout the year became necessary components for the renewal of an Arkansas teacher's license. Additional stipulations of the law required professional development to be provided to teachers without removing educators from the learning environment during student contact days. It also called for an accountability system to measure the value and effectiveness of professional development activities.

Once all of the regulations were in place, it became apparent that ensuring the equitable distribution of professional development opportunities across the state was essential. All educators, regardless of their district's financial status, would need access to high-quality professional learning experiences. The Arkansas Educational Television Network (AETN) already had experience providing statewide, internet-delivered services to schools with their video-streaming program. Therefore, they were chosen as the most logical state agency to perform this service.

Act 2318 of 2005 provided the funding necessary for a professional development initiative. The act established a partnership between AETN and the Arkansas Department of Education (ADE) to create and provide free, online professional development opportunities for all Arkansas-licensed educators. On September 6, 2006, the ArkansasIDEAS Professional Development Portal was launched. A comprehensive collection of courses and instructional resources became available in core curricular areas, instructional technology, and classroom management. The portal also offered seventy PBS TeacherLine, master-level courses that teachers could apply toward a cooperating, graduate degree program.

In 2007, the learning management system was expanded to accommodate up to 30,000 Arkansas-licensed teachers. As of June 30, 2014, ArkansasIDEAS had 53,845 users. The portal, housed and maintained by AETN, includes a director, three teams of specialists, a project manager, and support staff. An instructional technology team maintains the ArkansasIDEAS learning management system. The production team captures professional development activities for eventual use in courses, and a team of educators creates and critically evaluates professional development content for its potential inclusion as part of the course offerings on ArkansasIDEAS.

The education team at AETN - ArkansasIDEAS also provides free, face-to-face trainings to a variety of locations

across the state. Moreover, AETN's state-of-the-art training facility continues to be utilized by state educational cooperatives and ADE specialists for professional development workshops. ArkansasIDEAS streams most of these presentations online as well as operates a live chat for educators who are not able to attend in person.

All professional development experiences, whether face-to-face or online, are aligned with the Arkansas Department of Education's rules governing professional development. Each offers a creative and applicable way for educators to earn their professional development hours, often by nationally recognized experts. Upon completion of online courses, portal users are required to take an online assessment before a Certificate of Achievement and credit hours are awarded.

With its ever-expanding role as a leading provider of professional development in the state, ArkansasIDEAS extended itself once again in December of 2011. In response to Arkansas's adoption of the Common Core State Standards (CCSS), ArkansasIDEAS created a CCSS microsite. The site, which has had visitors from every state in the US, provides Arkansas educators and administrators an open-access resource for CCSS materials including the most recent news, courses and essential documents. Videos are also available on the site along with the latest research on Common Core State Standards. The microsite is updated frequently and is free-of-charge to all who use it.

A natural extension of CCSS was the 2011 Arkansas General Assembly's passage of the Teacher Excellence and Support System (TESS). The legislation completely alters how classroom educators are evaluated and left many in the state anxious about its implementation. Once again, ArkansasIDEAS is responding to the need for professional development by increasing their course offerings to include specific TESS training courses as well as reorganizing the course catalog. The course catalog now contains a TESS domain component for each course. The TESS website is a quick way for educators to locate the TESS training coursework or to quickly find specific professional development that addresses a domain component, in addition the TESS website hosts evaluation training and support videos.

ArkansasIDEAS is also reaching out to pre-licensed educators across the state. Working with the ADE Office of Professional Licensure, ArkansasIDEAS has created an open-access portal for non-licensed teachers. This non-licensed portal was created on June 26, 2012 and is utilized by the Teach for America program, several masters of teaching degree programs, the Non-Traditional Licensure program at ADE, and anyone applying for an Arkansas teacher's license through reciprocity.
The non-licensed portal contains an ADE-approved, child maltreatment course. This course fulfills the requirements of Act 1236 of 2011, an act that mandates all educators to have training in child maltreatment awareness. The course is also offered on the licensed-side of the portal and to-date many Arkansas educators have taken it. In addition to the mandated reporter course, the pre-licensed portal has made available parental involvement and teen suicide awareness and prevention to support the requirements of Act 969 of 2013, subdivision (e)(3)(A). The course content was updated and a new version of the training was posted June 2013. A new presentation was filmed and new course material was added for an updated course June 2014.

The ArkansasIDEAS production team puts their talents to good use making exciting, informative, professional pieces that strive to inform Arkansas educators on such topics as heat illness and dehydration, communicable diseases, and parental involvement. In the future, educators will have access to pieces on concussions, dyslexia, and teen suicide awareness.

ArkansasIDEAS continues to serve Arkansas educators. An example of such is our recent acquisition of two mobile labs. Both the iPad and MacBook labs are equipped with stand-alone, Wi-Fi capability. It is our hope that these transformational tools will be utilized in professional development trainings and checked out to school districts who want to provide their teachers with technology training but lack the resources available to

do so. The labs are available for check out using the online check out system on our homepage under teacher training.

ArkansasIDEAS has also committed its resources and talent to another worthwhile endeavor – the creation of a STEM website. The Science, Technology, Engineering and Mathematics (STEM) Foundations website will provide Arkansas educators with sessions on STEM readiness, developing 21st century skills and cultivating higher order thinking skills in students. ArkansasIDEAS has been involved in all aspects of this unique professional development opportunity. Our production teams traveled the state filming exemplary classroom examples of STEM lessons in multiple schools and multiple grade levels. All footage and lesson materials will be available on the STEM website as well as seven courses, one for each of the seven STEM foundations, for the ArkansasIDEAS professional development portal. This STEM website was made available fall 2013.

ArkansasIDEAS begin hosting institutes for specific professional development, providing a face-to-face opportunity for Arkansas educators to participate in professional development as the production team films the day and the footage is used for courses on the online portal. Examples include an institute designed for Special Education hosting Dr. Eric Hartwig and hosting Dr. Timothy Shanahan, Cyndie Shanahan, Arthur Beauchamp, Dr. Diane Lapp, and Doug Buhel all for Disciplinary Literacy.

In the fall of 2013, ArkansasIDEAS partnered with the Arkansas Department of Education, and Arkansas iTunesU to participate in the national Digital Learning Day. The goal of Digital Learning Day is to find effective and meaningful ways to incorporate digital learning into Arkansas classrooms. AETN hosted the live-streamed event. Due to snowy conditions, the initial date had to be rescheduled for May 21, 2014. Additional participants in the day included Hope public schools, Star City, Cross County, EAST, representatives from Higher Education, Workforce Education, with additional submissions to iTunesU.

On May 28, 2014 the new website design for ArkansasIDEAS was revealed. The new website simplifies information and makes a better experience for our users.

ArkansasIDEAS released a soft version of the new Moodle-based learning management software for our non-licensed portal users July 1, 2014. The non-licensed portal program is designed for individuals seeking an Arkansas state educator license via one of these programs: Masters of Arts in Teaching, Reciprocity, APPEL, MTLL, Traditional/4-year University Program, Teach for America, and Arkansas Teacher Corps. In addition the new software hosts an Arkansas History option for those individuals coming to Arkansas through reciprocity licensure.

AETN aired the production "108°: Critical Response" on July 21, 2014. “108°: Critical Response” addresses the dangers of heat illness in high school sports. Through personal testimonies from families who have been affected by exertional heat stroke and interviews with coaches, certified athletic trainers, kinesiologists, and other medical professionals, "108°: Critical Response" looks at the seriousness of heat illness and its underlying causes, as well as how to treat and prevent exertional heat illness. "The information contained in this film is potentially lifesaving," AETN Executive Director Allen Weatherly said. "'108°: Critical Response' is important viewing for coaches, players, parents and anyone else who is involved in activities in high temperature environments. AETN produced "108°: Critical Response" in response to Act 1214 of 2011. Sen. Keith Ingram, formerly a representative, of West Memphis and Rep. Mark Perry of Jacksonville sponsored the bill, and the Davenport family was instrumental in getting it passed. The act requires coaches to complete training in heat illness. The National Federation of State High School Associations (NFHS) posted a link to 108 Degrees on their website, made it available to every state association in the country. "108°: Critical Response" represents the work of multiple divisions coming together for a common goal. Amy Waller and Carlos Rodriguez were the producers of this lifesaving production.

Fiscal year 2015 was a banner year for the ArkansasIDEAS program. Following years of research we made the shift to a new Learning Management Software (LMS). The Totara software has corporate origins, but is Moodle-based, making it a great choice for educational users. All current course offerings were reviewed for content and recreated in our new software; many new courses have been added as well. The new LMS also boasts a new streamlined registration system tied to the Arkansas Educator Licensure System for verification. The new software, which launched June 1, 2015, offers Arkansas educators a more intuitive experience and is now mobile and tablet friendly. All courses are aligned to corresponding TESS domains and the new robust search features even allow filtering by TESS domain and subject area.

ArkansasIDEAS remains one of the nation's leading providers of professional development opportunities for educators. Our thinking is always forward, and we strive, daily to improve ourselves.

Mission, Vision, and Goals for ArkansasIDEAS

Mission statement:
The mission of the ArkansasIDEAS initiative is to provide high quality professional development, online and face-to-face trainings, and instructional resources to teachers licensed in the state of Arkansas 24 hours a day, seven days a week. The mission of the IDEAS initiative is to improve teacher quality as a means to increase student achievement.

Vision statements:
ArkansasIDEAS provides all Arkansas licensed teachers access to high quality, innovative professional development opportunities 24/7/365 via internet-enabled devices and face-to-face workshops. Professional development hours offered by ArkansasIDEAS meet the standards for high quality. Administrators and educators in all content and licensure areas will find course offerings in ArkansasIDEAS appropriate for their professional development needs.

Goals:

1) To increase user registrations by 10% each calendar year until 100% of state educators are enrolled

2) To increase the number and variety of courses and professional development hours offered (prioritized by needs assessment results) by 100 credit hours each calendar year

3) To increase professional development credit hours earned (completion of course assessment at 80% or greater) by 10% each calendar year

4) To provide "high quality" (average of 3.5 or above) workshops to all districts and organizations who request IDEAS training on how to use the portal, measured by workshop evaluations (5 point Likert scale)

5) To provide "high quality" (yearly average of 3.5 or above) professional development to all licensed educators who take IDEAS online courses, measured by course survey (5 point Likert scale)

6) To provide "high quality" (average of 3.5 or above) workshops to all educators, districts and organizations who request research-based professional development on specific content shown to positively impact student achievement, measured by workshop evaluations (5 point Likert scale)

7) To compile unsolicited qualitative data from users and retain in a data base (date, comment, and identifier such as email address, district or name)

8) To monitor measurable data quarterly and revise actions accordingly toward meeting program goals

9) To annually evaluate the effectiveness of the Arkansas Online Professional Development Initiative and its on-line professional development course and programs

10) To annually report evaluation findings to stakeholders

Evaluation of Goals

The evaluation of each previously stated goal will be provided quarterly and annually to stakeholders in the ArkansasIDEAS Report. Goals are evaluated based on data currently available within the Learning Management System (LMS). Baseline data is provided to the reader as a point of reference.
It should be assumed that all data reported herein is retrieved from within the ArkansasIDEAS LMS and is limited to users who complete courses within the LMS. Those who utilize ArkansasIDEAS content in a face-to-face setting are currently tracked only at the school district level. When applicable, data obtained from other sources will be noted.

GOALS

1) To increase user registrations by 10% each calendar year until 100% of state's educators are enrolled

Baseline Data July 1, 2009	July 1, 2010	July 1, 2011	July 1, 2012	July 1, 2013	July 1, 2014	1st Quarter (September 30, 2014)	2nd Quarter (December 31, 2014)	3rd Quarter (March 31, 2015)	4th Quarter (June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
16,327	19,992	26,307	32,678	46,697	53,845	54,984	55,493	56,072	56,420	56,420

2,575 Users were enrolled this year. 4.56% increase in users this year

New LMS software registrations:

									4th Quarter (June 1, 2015 - June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
									5,228	5,228

Registration opened June 1, 2015 for the new LMS software; all educators will be required to create new accounts

2) To increase the number and variety of courses and professional development hours offered (prioritized by needs assessment results) by 100 credit hours each calendar year

Note: As of Sept. 2012, the reporting system has been modified to accurately evaluate this goal.

Baseline Data July 1, 2009	Baseline Data July 1, 2010	Baseline Data July 1, 2011	Baseline Data July 1, 2012	July 1, 2013	July 1, 2014	1st Quarter (September 30, 2014)	2nd Quarter (December 31, 2014)	3rd Quarter (March 31, 2015)	4th Quarter (June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
A recent overhaul of course offerings makes electronic baseline data inapplicable.	TOTAL: 5761	TOTAL: 6070	458 credit hours added to the portal in FY 2012	**Additions** 78 courses 253.5 credit hours **Total Offerings** 665 courses 1587.5 credit hrs.	**Additions** 41 courses 128.5 credit hours **Total Offerings** 706 courses 1712.5 credit hrs.	**Additions** 11 courses 17.5 credit hours **Total Offerings** 717 courses 1730 credit hrs.	**Additions** 4 courses 14 credit hours **Total Offerings** 721 courses 1744 credit hrs.	**Additions** 22 courses 63 credit hours **Total Offerings** 743 courses 1807 credit hrs.	**Additions** 0 courses 0 credit hours **Total Offerings** 0 courses 0 credit hrs.	**Additions** 37 courses 94.5 credit hours **Total Offerings** 743 courses 1807 credit hrs.

									4th Quarter (June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
									Additions 13 courses 17.5 credit hours **Total Offerings** 446 courses 671.5 credit hrs.	**Additions** 13 courses 17.5 credit hours **Total Offerings** 446 courses 671.5 credit hrs.

Addition of 112 credit hours offered in FY2015.

Some courses were removed due to outdated content.
This number does not include PBS Teacherline courses, resources, or events.

3) To increase professional development credit hours earned (completion of course assessment at 80% or greater) by 10% each calendar year.

Baseline Data July 1, 2009	Baseline Data July 1, 2010	Baseline Data July 1, 2011	Baseline Data July 1, 2012	Baseline Data July 1, 2013	Baseline Data July 1, 2014	1st Quarter (September 30, 2014)	2nd Quarter (December 31, 2014)	3rd Quarter (March 31, 2015)	4th Quarter (June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
169,169	257,044	356,948	457,578	609,196*	787,036*	834,250.5*	858,545.5	894,247	951,959	951,959

In this quarter, the number of credit hours earned by users increased by 57,712*

In this year, the number of credit hours earned by users increased by 164,923*

*This number does not include the certificates awarded for the disciplinary literacy option.

This is a 17.32% increase this year.

Note - June 2015: all courses transferred to new software.

									4th Quarter (June 1 - June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
									17,128.5	17,128.5

Disciplinary Literacy Option Completions – hours awarded

The option was introduced June 2013	Baseline Data July 1, 2013	Baseline Data July 1, 2014	1st Quarter (September 30, 2014)	2nd Quarter (December 31, 2014)	3rd Quarter (March 31, 2015)	4th Quarter (June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
Credit Hours	225	9405	3915	1485	2880	3330	11,610
Certificates Awarded	5	209	87	33	64	74	258

Arkansas History Option Completions – hours awarded

The option was introduced July 2014	1st Quarter (September 30, 2014)	2nd Quarter (December 31, 2014)	3rd Quarter (March 31, 2015)	4th Quarter (June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
Credit Hours	2025	1845	4410	7650	15,930
Certificates Awarded	45	41	98	170	354

4) To provide "high quality" (average of 3.5 or above) workshops to all districts and organizations who request IDEAS training on how to use the portal, measured by workshop evaluations (5-point Likert scale)

Baseline Data July 1, 2009	Baseline Data July 1, 2010	Baseline Data July 1, 2011	Baseline Data July 1, 2012	Baseline Data July 1, 2013	Baseline Data July 1, 2014	1st Quarter (September 30, 2014)	2nd Quarter (December 31, 2014)	3rd Quarter (March 31, 2015)	4th Quarter (June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
	N/A	4.1	4.29	4.4	4.32	N/A	N/A	N/A	N/A	N/A

*ArkansasIDEAS is now offering training on the new LMS software. During the past year this training was being created along with the launch of the new software.

5) To provide "high quality" (yearly average of 3.5 or above) professional development to all licensed educators who take IDEAS online courses, measured by course survey (5-point Likert scale)

Baseline Data July 1, 2009	Baseline Data July 1, 2010	Baseline Data July 1, 2011	Baseline Data July 1, 2012	Baseline Data July 1, 2013	Baseline Data July 1, 2014	1st Quarter (September 30, 2014)	2nd Quarter (December 31, 2014)	3rd Quarter (March 31, 2015)	4th Quarter (June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
	n/a	3.92	3.95	3.97	4.09	3.92	3.95	4.08	4.03	3.995

6) To provide “high quality” (average 3.5 or above) workshops to all educators, districts, and organizations who request research-based professional development on specific content shown to positively impact student achievement, measured by workshop evaluations (5-point Likert scale)

Baseline Data July 1, 2009	Baseline Data July 1, 2010	Baseline Data July 1, 2011	Baseline Data July 1, 2012	Baseline Data July 1, 2013	Baseline Data July 1, 2014	1st Quarter (September 30, 2014)	2nd Quarter (December 31, 2014)	3rd Quarter (March 31, 2015)	4th Quarter (June 30, 2015)	Annual Data (July 1, 2014-June 30, 2015)
	n/a	4.41	4.44	4.5	4.57	4.34	4.58	4.83	4.80	4.64

7) To compile unsolicited qualitative data from users and retain in a data base (date, comment, and identifier such as email address, district or name)

	Data Reviewed	Addressed	Follow-Up
1st Quarter (September 30, 2014)	- User Feedback Data	Management Team Meeting 10/7/14	- No great concerns that we aren't already addressing with the new LMS.
2nd Quarter (December 31, 2014)	- User Feedback Data - Social Media Data	Management Team Meeting 1/6/15	- We see a continued desire for more technology coursework from our users. - Social Media, work on more purposeful planning
3rd Quarter (March 31, 2015)	- User Feedback Data - Social Media Data	Management Team Meeting 4/7/14	- We still feel that the new LMS software is an answer to these issues. - We are using our social media to drive engagement with the new LMS rollout. We are planning ways to increase social media engagement.
4th Quarter (June 30, 2015)	- User Feedback Data - Beta Tester Feedback - Social Media Data	Management Team Meeting 7/14/15	- We are continually monitoring our user feedback and making adjustments to the new LMS software, even as far as creating new quality control processes.

8) To monitor measurable data quarterly and revise actions accordingly toward meeting program goals

	Data Reviewed	Addressed	Follow-Up
1st Quarter (September 30, 2014)	- Google Analytics	Management Team Meeting 10/7/14	- We noticed a large amount of inquiry into forgot password instructions (7,495) working on a quick easy solution for resetting password with new LMS -We had 836 hits on the webinar page, but only two attendees, we are going to research on how to fix this.
2nd Quarter (December 31, 2014)	- Google Analytics – especially webinar stats - Active Users list	Management Team Meeting 1/6/15	- Look at increasing Webinar usage for training in Totara. - Looked at usage across the state and while the numbers have increased dramatically and are pleased with the results. We are still concerned about broadband access in the Delta, Ozarks, and Southwest areas of the state.
3rd Quarter (March 31, 2015)	- Google Analytics – especially webinar stats	Management Team Meeting 4/7/14	- Look at increasing Webinar usage for training in the new LMS.
4th Quarter (June 30, 2015)	- Google Analytics - New LMS system data	Management Team Meeting 7/14/15	- The webinar usage has increased gradually; we will continue to utilize webinar offerings to support the training of the state with the new LMS software.

9) To annually evaluate the effectiveness of the Arkansas Online Professional Development Initiative and its on-line professional development course and programs

	Data Reviewed	Addressed	Follow-Up
1st Quarter (September 30, 2014)	- User feedback data - Reviewed the online course survey data	Management Team Meeting 10/7/14	- ArkansasIDEAS staff is using the user feedback data and course data in the development of the new LMS - New LMS survey should have a comment option
2nd Quarter (December 31, 2014)	- Reviewed the online course survey data	Management Team Meeting 1/6/15	- Our survey in the new LMS will have a comment option, allowing more qualitative data, to help us create a better product.
3rd Quarter (March 31, 2015)	- Reviewed the online course survey data	Management Team Meeting 4/7/14	- We have finalized the comment option of the new LMS software survey.
4th Quarter (June 30, 2015)	- Yearly numbers associated with all data as represented in this report.	Management Team Meeting 7/14/15	- We are able to review comments received on the course survey.

10) To annually report evaluation findings to stakeholders

	Data Reviewed	Addressed	Follow-Up
1st Quarter (September 30, 2014)	- The quarterly report data is discussed with ArkansasIDEAS management team, and ArkansasIDEAS staff - The quarterly report will be explained in person to ADE Professional Development Coordinator -The quarterly report data is discussed with AETN Commission	- Meeting with ADE scheduled for October 14, 2014 - AETN staff meeting for fall 2014 - AETN Commission Meeting September 11, 2014	- AETN Commission "Wow."
2nd Quarter (December 31, 2014)	- The quarterly report data is discussed with ArkansasIDEAS management team, and made available to the ArkansasIDEAS staff - The quarterly report will be explained in person to ADE Professional Development Coordinator	- Management Team Meeting 1/6/15	- Meeting with ADE scheduled for January 12, 2015
3rd Quarter (March 31, 2015)	- The quarterly report will be explained in person to ADE Director of Curriculum and Instruction and Professional Development Coordinator	Management Team Meeting 4/7/14	- Meeting with ADE scheduled for April 13, 2015
4th Quarter (June 30, 2015)	- The quarterly report will be explained in person to ADE Professional Development Coordinator - Creation of one-page report for stakeholders will be created for distribution	Management Team Meeting 7/14/15	- Meeting with ADE scheduled for July 16, 2015 - Year-end one page report will also be distributed via all channels

IX. Math and Science Partnership (MSP) Grants

Program Description

MSP grants provide funding for professional development for teachers of mathematics and/or science teachers. Grants are awarded to partnerships between universities and LEAs, which must include one or more high-needs LEA. Grants are awarded on a competitive basis and scored on a rigorous rubric by a panel of outside reviewers. Grants may be continued for up to three years provided they show progress toward meeting their goals and submit evaluation requirements that include an online Annual Performance Report to the U.S. Department of Education. The grant also provides funding for the program manager and for a statewide program evaluator.

Financial Update

The following MSP grants were awarded in August, 2013, and will complete their third year of funding in September, 2016. Year 2 activities have been completed, and funding ends for Year 2 in September, 2015. All of the following grants are focused on Middle School Math and Science.

- Southern Arkansas University, Dr. Roger Guevara, Project Director – South Arkansas Integrated Science and Mathematics Initiative
- Northeast Arkansas Education Cooperative, Angelia Carlton, Project Director – 3rd – 5th Grade Integrated Mathematics/Science
- University of Central Arkansas, Dr. Uma Garimella, Project Director – Connecting Core Instruction for the Next Generation Mathematicians and Scientists (CCI5-7)
- Western Arkansas Educational Service Cooperative, Dr. Curtis Varnell, Project Director – Math and Science Through Technology (MAST)
- University of Arkansas at Little Rock, Dr. Jim Fulmer, Project Director – Improving Teacher Quality in Middle School Mathematics
- University of Arkansas at Fayetteville, Brian Hill, Project Director – Arkansas Engineering, Science and Mathematics Partnership
- University of Arkansas at Fayetteville, Dr. Shannon Dingman, Project Director – Mathematics and Science Together (MAST) Math and Science Partnership

Approximately 344 mathematics and science teachers have been impacted by these grants. Teachers have been provided excellent professional development, equipment, technology and experiences that promote excellent teaching practices. This training also focuses on the standards identified by the AR State Board of Education as cutting edge mathematics and science practices. Our students are the beneficiaries of this source of funding. The average expenditure per teacher is $4,767.

Arkansas has received additional MSP funding on July 1, 2015 for new proposals and/or continuation awards, evaluation, and administration of this program in 2015-16. The amount Arkansas received was $1,681,919.00. Notification for the third year of the grants mentioned above were sent to project directors on August 12, 2015. Notification for new awards will be sent out on September 1, 2015 to the institutions and the project directors. The focus of the grants that will begin next summer is K-4 Science. This is in preparation for the implementation of the AR K-12 Standards for K-4 Science in the Fall, 2016.

Evaluation reports will be due to the Arkansas Department of Education for the current year's work on October 1, 2015. The state report will be compiled by Dr. Charles Stegman, U of A, Fayetteville, and sent to the U. S. Department of Education on November 1, 2015.

X. Play It Again Arkansas

Program History
The *Play It Again Arkansas p*rogram was created by the governor of Arkansas with a well-
-- coordinated statewide kickoff on September 12, 1998.

An Executive Committee was formed, meetings were held and gradually the idea of *Play It Again Arkansas* took shape. The first *Play It Again Arkansas* Coordinator, Lendell Black, was hired, and the program was underway. Black, with a vocal music degree from the University of Central Arkansas, did an outstanding job of laying the groundwork for the statewide program kick---off in September of 1998, as well as setting a foundation for *Play It Again Arkansas*. Black was the coordinator of PIAA until February of 2000.

Ticketmaster, The Communications Group, Coleman Dairy, Ark Apparel and Virco Manufacturing were among the corporate sponsors at the beginning. It was decided that for maximum acceptance and effectiveness, *Play It Again Arkansas* would be housed in the Arkansas Department of Education Building. A web---site was set up to be linked from the Arkansas Department of Education Web---site, and the *Play It Again Arkansas* Logo was developed.

New Play It Again Arkansas Coordinator
In July, 2000, John Caldwell was hired as coordinator of *Play It Again Arkansas*. Caldwell, with a bachelors and masters degree in music education from Henderson State University and doctoral hours from University of Arkansas---Little Rock, spent twenty years as a public school band director before coming to *Play It Again Arkansas*. Caldwell brought a different perspective to the leadership of the program.

More instrument donations were solicited at the state level to be delivered to local areas where no instruments were available. Throughout the state a more wide---spread involvement from public school band and orchestra directors was encouraged and developed. Close ties were formed with the Arkansas School Band and Orchestra Association.

The Department of Finance and Administration gave written permission to colleges and universities to donate no---longer---needed instruments directly to *Play It Again Arkansas*. The instruments donated through this program can make a significant difference to the smaller, more rural schools.

Play It Again Arkansas

Program Functions

1) *Provide instruments*
Used instruments are solicited for students who desire to play in a school band or orchestra, but cannot afford to purchase a new or used instrument. Donated instruments are repaired and/or refurbished, then given to public school music programs for students in need to use. If specific refurbished instruments are not available, new instruments can be purchased by the *Play it Again Arkansas* fund, if funds are available.

2) *Promote music*
The program coordinator will provide guidance, assistance, and/or professional development to band and orchestra directors in the public schools in Arkansas as requested. This support may include providing materials to parents, teachers, and school administrators regarding the importance of music education.

3) ***Governor's Award for Musical Excellence***
The Governor's Award for Musical Excellence was created during the spring of 2001. The Governor gave approval to move forward with the planning and implementation of this award for high school seniors across the state. The award was to be made available for presentation to one senior of a performing group in each high school around the state. Each year a selection committee from each school makes the decision selecting the local nominee. The award has been presented every year in the spring of the year since 2002. Records are to be kept of student recipients.

4) *Classic Arkansas Bands and Directors Project*
The Arkansas Governor's office authorized Play It Again Arkansas to archive recordings and information about classic bands and directors in Arkansas. This information is to be shared with the directors of Arkansas to educate, enlighten and motivate them for higher performance standards in their work.

PLAY IT AGAIN ARKANSAS

Instrument Donations to Arkansas Public Schools, 2014-2015 School Year

School District	Monetary Value of donations
Bauxite	$ 8700.00
Bentonville	$ 875.00
Bigelow	$ 600.00
Bismarck	$ 4500.00
Booneville	$ 1580.00
Bryant	$ 825.00
Conway	$ 575.00
Cutter-Morning Star	$ 3240.00
Des Arc	$ 1750.00
England	$ 3160.00
Hector	$ 625.00
Lonoke	$ 575.00
P.C.S.S.D. (Robinson)	$ 2695.00
Norphlet	$ 1580.00
Russellville	$ 800.00
Two Rivers	$ 3155.00
- - - - -	_____
TOTAL MONETARY VALUE OF INSTRUMENT DONATIONS	**$ 30,595.00**

GOVERNORS AWARD FOR MUSICAL EXCELLENCE 2014

Ashdown School District	$ 15.00
Atkins School District	$ 15.00
Bearden School District	$ 15.00
Beebe School District	$ 15.00
Bergman School District	$ 15.00
Bigelow School District	$ 15.00
Bismarck School District	$ 15.00
Black Rock School district	$ 15.00
Blytheville School District	$ 15.00
Brookland School District	$ 15.00
Bryant School District	$ 15.00
Cabot School District	$ 15.00
Caddo Hills School District	$ 15.00
Cotter School District	$ 15.00
Danville School District	$ 15.00
Dardanelle School District	$ 15.00
Des Arc School District	$ 15.00
Dollarway School District	$ 15.00
Dover School District	$ 15.00
Earle School District	$ 15.00
Elkins School District	$ 15.00
England School District	$ 15.00
Forrest City School District	$ 15.00
Fountain Lake School District	$ 15.00
Ft. Smith School District	$ 30.00
Gentry School District	$ 15.00
Gosnell School District	$ 15.00
Greene Cty. Tech School District	$ 15.00
Gurdon School District	$ 15.00
Hamburg School District	$ 15.00
Harmony Grove(Benton) School District	$ 15.00
Harrison School District	$ 15.00
Heber Springs School District	$ 15.00
Hope School District	$ 15.00
Horatio School District	$ 15.00
Hoxie School District	$ 15.00
Jasper School District	$ 15.00
Johnson Countyy School District	$ 15.00
Jonesboro School District	$ 15.00
Lake Hamilton School District	$ 15.00
L.R.S.D	$ 30.00
Lonoke School District	$ 15.00
Magnolia School District	$ 15.00
Malvern School District	$ 15.00
Mammoth Spring School District	$ 15.00
Marshall School District	$ 15.00
Marvell---Elaine School District	$ 15.00
McGehee School District	$ 15.00
Mountain Home School District	$ 15.00
Mountainburg School District	$ 15.00
Murfreesboro School District	$ 15.00
Norphlet School District	$ 15.00
Paragould School District	$ 15.00
Pea Ridge School District	$ 15.00
Perryville School District	$ 15.00
Piggott School District	$ 15.00
Prescott School District	$ 15.00
P.C.S.S.D.	$ 45.00
Rogers School District	$ 15.00
Rison School District	$ 15.00
Riverside School District	$ 15.00
Riverview School District	$ 15.00
Russellville School District	$ 15.00
Searcy School District	$ 15.00
Sheridan School District	$ 15.00
Siloam Springs School District	$ 15.00
Smackover School District	$ 15.00
Southside School District	4 15.00
Springdale School District	$ 15.00
Valley View School District	$ 15.00
Vilonia School District	$ 15.00
Warren School District	$ 15.00
West Fork School District	$ 15.00
West Memphis School District	$ 15.00
Westside Consolidated School District	$ 15.00
Yellville---Summit School District	$ 15.00

PLAY IT AGAIN ARKANSAS

MONETARY DONATIONS

July 1, 2014 - June 30, 2015

Name of Donor		Amount of Donation
Stone City Attractions c/o Jack Orbin, Executive Producer / President Stone City Attractions 13300 Old Blanco Road, Suite 283 San Antonio, TX 78216	Re: Trans-Siberian Orchestra Concert	**$ 10,182.00**
Daily Record 300 S. Izard Little Rock, Arkansas 72201	Re: Hornucopia 2014	**$ 200.00**
Mr. Mrs. Patrick J. Calhoun, Jr. 2016 Beechwood Little Rock, Arkansas 72207	Re: Hornucopia 2014	**$ 250.00**
Centennial Bank P.O. Box 59 Conway, Arkansas 72033	Re: Hornucopia 2014	**$ 400.00**
Robert L. Jolly, D.D.S. 3001 J.F.K. Blvd. North Little Rock, Arkansas 72116	Re: Hornucopia 2014	**$ 100.00**
C. Dan Brand, Ruth Anne Brand 751 Sandiff Rd. Shirley, Arkansas 72153	Re: Hornucopia 2014	**$ 60.00**
Carol Martin Biann 12414 Timber Bend Little Rock, Arkansas 72211	Re: Hornucopia 2014	**$ 40.00**
Randy Johnson, Lynda Johnson 24310 Foxridge Little Rock, Arkansas 72223	Re: Hornucopia 2014/Honor of Ed Sweeny	**$ 50.00**
TOTAL CASH DONATIONS:		**$ 11,282.00**

ARKANSAS
K-12 COMPUTER SCIENCE
A FRAMEWORK FOR DYNAMIC LEARNING

K-12 Computer Science Curriculum Standards

As of September 24, 2015, thirty-three educators and industry leaders from across the state have agreed to participate in the K-8 Curriculum Development sessions.

I will provide a brief update for the board regarding the three October workdays.

Potential Rule Change

We are working to bring you all a recommended rule change regarding the current 7th or 8th grade keyboarding requirement. We are planning to recommend that this requirement be replaced with a coding block requirement within the Standards of Accreditation.

Licensure

1. Created a Computer Science PRAXIS 5651 Study Resource Page – (http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/resource-materials-for-lesson-plans/computer-science/computer-science-praxis-5651-study-resources)
2. Letter to ETS about multistate Praxis II went out on 09/02/15 (https://drive.google.com/file/d/0Bx3j8vGA_rRMa0dqT0NYMjA4YTg/view?pli=1)
3. Current Computer Science Praxis Score
    1. My recommendation is to lower it to a 159, which is still within the national standard setting recommendations (https://drive.google.com/file/d/0Bx3j8vGA_rRMU0txMXhJdHJ6Yms/view)
    2. Ivy has agreed to this, will go to the PLSB. If approved/recommended by PLSB, we are striving to have it in front of the board for consideration in November.
4. I am working through Lynda.com comp sci courses to come up with a recommended list for teachers seeking certification.

Enrollment Numbers

We are awaiting the Cycle 2 reports in order to provide these numbers.

My Child/My Student Report
October 9, 2015
(Report Prepared September 23, 2015)

The Arkansas Department of Education continues to promote the My Child/My Student public awareness campaign. The campaign was launched in August 2014 as an initiative of the ADE, the State Board of Education, and educational advocacy organizations.

Since the last report in July 2015, the following has occurred.

- The ADE Communications Team launched the 2015-16 campaign in August. This school year a monthly student safety topic has been added as well. To see the list of topics, go to http://www.arkansased.gov/public/userfiles/Communications/MyChild/MyChildTopicsList_FINAL_Jan2015SBOE_2.pdf.

- School bus safety was the My Child/My Student safety topic for August. The three-week school bus safety campaign was titled Flashing Red. Kids Ahead. During this time, ADE Deputy Commissioner Mark Gotcher and Director of Communications Kimberly Friedman appeared on multiple TV and radio shows: KATV's Daybreak, KTHV, KSSN, Tom FM, The Edge, Power 92, and KARN.

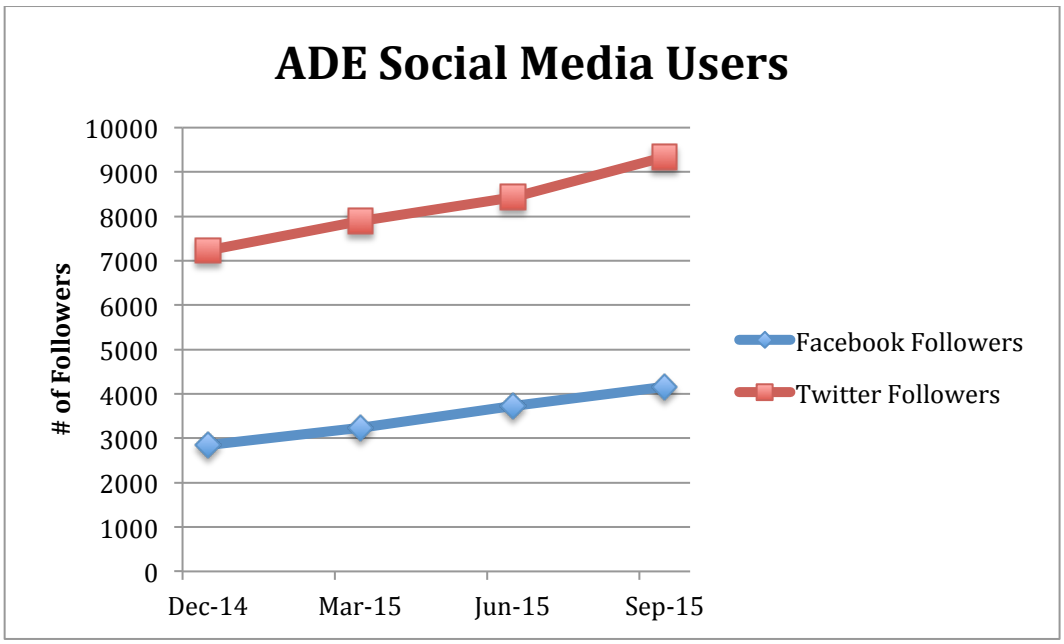
- National Preparedness Month was September's student safety topic. In support of emergency preparedness, the Arkansas Department of Health issued a joint press release about National Preparedness Month resources and the My Child/My Student campaign. The press release is available on the My Child/My Student webpage or at http://www.arkansas.gov/health/newsroom/index.php?do:newsDetail=1&news_id=1128.

- The ADE Communications Team posted 17 My Child/My Student messages (in English and Spanish) via Facebook and Twitter in August and September. Social media posts are available on the My Child/My Student webpage: http://www.arkansased.org/divisions/communications/my-childmy-student.

- August and September Newsletters for parents (English and Spanish) and teachers are available at http://www.arkansased.org/divisions/communications/my-childmy-student.

- The ADE Communications Team created a new video featuring Ms. Ouida Newton, the 2015 Arkansas Teacher of the Year. Ms. Newton promotes the My Child/My Student resources that are available to teachers. The video is available at http://www.arkansased.gov/divisions/communications/video-gallery/182/2016-my-child-my-student-campaign.

Social Media Data (*numbers as of September 23, 2015*)



Submitted By Kimberly Friedman, ADE Director of Communications

Minutes
State Board of Education Special Committee on Academic Distress Meeting
Friday, September 11, 2015

The State Board of Education Special Committee on Academic Distress met Friday, September 11, 2015, in the Arkansas Department of Education Auditorium. Chair Vicki Saviers called the meeting to order at 10:33 a.m.

Present: Vicki Saviers, Chair; Diane Zook; Brett Williamson; and Ouida Newton.

Additional State Board members present: Charisse Dean; Joe Black; and Susan Chambers

Absent: Toyce Newton

Reports

Report-1 Chair's Report

No report.

Consent Agenda

Ms. Zook moved, seconded by Ms. Chamber, to approve the consent agenda. The motion carried unanimously.

Item included in the Consent Agenda:

- **Minutes - August 14, 2015**

Action Agenda

A-1 Progress Report from Blytheville High School - A New Tech School and Blytheville Middle School, Blytheville School District

Mr. Elbert Harvey said the Blytheville High School - A New Tech School and Blytheville Middle School, Blytheville School District were classified as Academic Distressed on February 12, 2015.

Blytheville School District Superintendent Mr. Richard Atwill said the district has embraced the academic distress classification. He said the district was employing a strategic process for improvement.

District Curriculum Director Ms. Sally Cooke said the district was utilizing data to identify the root causes and target the needed changes. She said partnerships have been formed among staff between the primary, elementary, middle school, and high school.

New Tech Director Ms. Teryn Spears said instruction and culture are critical to the change needed at the Blytheville School District. She said the culture included student empowerment for their own learning, enabling students to learn through 1-1 technology, and engagement of students in problem-based learning. Ms. Spears said the student surveys indicated reductions in absenteeism and out of school suspensions. She said the students are taking ownership for their learning.

Mr. Atwill said the culture was changing. He said the district had declining enrollment but the community stakeholders are participating in the changes at the schools. He said the students have a voice in the changes. He said teaching and learning are the focus and technology is one of the many tools being used.

Ms. Cooke said the district has streamlined the approach to using data to inform all school improvement decisions and efforts. She said leaders were observing in classrooms and providing feedback to teachers. She said all educators are serving as interventionists and have received training. She said intervention time was built into the schedule for the middle school and high school. Ms. Cooke said there was vertical alignment of instruction and intervention in the district.

Ms. Spears said the students were initially resistant to the change but now the students are embracing the changes and holding each other accountable for their learning. She said the community was volunteering as support for the schools.

Ms. Spears said the students are matched with an advisor who assists the students with their career planning. She said the district is also partnering with the local technical college to provide opportunities for students to learn specialized skills.

The team discussed how the district was addressing the four improvement recommendations.

ADE School Improvement Specialist Dr. Robert Toney said the district offers no excuses. He the staff has a culture of candor to ask the tough questions in order to find the best solutions.

Mr. Atwill said the school board has been very supportive and involved in the school improvement.

The State Board commended the district on their progress and encouraged the team to continue to reach out to other regional communities for support.

Adjournment

The meeting adjourned at 12:09 p.m.

Minutes recorded by Deborah Coffman.