



AGENDA

STATE BOARD OF EDUCATION

February 13, 2015

Arkansas Department of Education

ADE Auditorium

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Sam Ledbetter

Report-2 Commissioner's Report

Presenter: Tony Wood

Report-3 Special Committee on Parent Communication

On Thursday, April 10, 2014, State Board of Education Chair Ms. Brenda Gullett appointed Ms. Alice Mahony, chair; Ms. Mireya Reith; and Mr. Joe Black to the Special Committee on Parent Communication. The committee members were directed to work with the Arkansas Department of Education (ADE) staff to increase parent and teacher communication that focused on ensuring students are college and career ready. Stakeholders were encouraged to join the committee. The committee submits a final report and requests the Chairman consider the committee work completed.

Presenter: Alice Mahony, Chair

Report-4 Update on Content Standards and Assessment

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

Presenter: Dr. Debbie Jones

Report-5 Licensure/Office of Educator Effectiveness Update

This update includes licensure changes, educator preparation programs proposed rules, and an Equitable Access update since last month's report.

Presenter: Ivy Pfeffer

Report-6 Progress Report on Schools Classified in Academic Distress

This report highlights progress during the second quarter of the 2014-15 school year regarding the assistance and reviews provided by ADE School Improvement Specialists in schools that were classified in Academic Distress, July 10, 2014.

Presenter: Annette Barnes and Elbert Harvey

Report-7 City Year Little Rock

Sarah Roberson, Vice President and Executive Director City Year Little Rock; Madhav Shroff, City Year Corps Member AT&T Team serving at J.A.Fair High School; Davne McCleary, City Year Corps Member serving at Mabelvale Middle School; Stephen Spaloss, Regional Vice President (South East Region), City Year Inc.; Stephanie Streett, Co-Chair City Year Board; Bruce Moore, Co-Chair City Year Board; Mica Strother, City Year Board Member; Grant Tennille, City Year Board Member; and Jeremy Owoh, Principal of Parkview High School will provide a report of the work being done in Little Rock School District.

Presenter: Sarah Roberson, Vice President and Executive Director City Year Little Rock

Minutes
State Board of Education Special Committee on Parent Communication
Meeting
Friday, January 9, 2015

The State Board of Education Special Committee on Parent Communication met Friday, January 9, 2015 in the Auditorium of the Department of Education building. Chair Alice Mahony called the meeting to order at 11:12 a.m.

Present: Alice Mahony, Chair; Mireya Reith; Joe Black

Absent: None

Committee Members Attending: Kimberly Friedman, Gayle Morris, Mary Perry, Lisa Haley, Sherri Thorne, Deborah Coffman, Ouida Newton, Jonathan Crossley, Elbert Harvey, Bobby Lester, Melinda Kinnison, Brittany Foster, Brenda Robinson, Angela Duran, Kathy Pillow-Price, Jerri Clark, Bobbie Handcock, Trina Walls, and Diane Zook

Consent Agenda

Ms. Reith moved, seconded by Ms. Brenda Robinson, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - November 14, 2014

Action Agenda

A-1 Consideration of Summary Report for Special Committee on Parent Communication

Chair Mahony said this is the final meeting of the committee. She said members might volunteer to continue to serve on a future communication cabinet. Ms. Mahony said the committee would review draft documents and make a final presentation to the State Board of Education in February 2015.

Summary Report and Sustainability Report – January 9, 2015

Ms. Reith said the report and sustainability plan were organized to bring the ADE and stakeholders together to design a parent communication campaign and increase parent awareness of education issues and resources. She said it is

important to have online and offline plans for communication. Committee members made recommendations to the summary document and the topics list.

Ms. Brenda Robinson moved, seconded by Ms. Melinda Kinnison, to table the How Schools Work document. The motion carried unanimously. Ms. Reith recommended the final document be translated into Spanish.

Ms. Angela Duran moved, seconded by Ms. Brenda Robinson, to approve the parent communication report and topics list with the recommendations discussed. The motion carried unanimously. The final report and topics list would be submitted to the State Board of Education during February 2015.

Adjournment

The meeting adjourned at 12:24 p.m.

Minutes recorded by Deborah Coffman.



Summary Report and Sustainability Plan – February 13, 2015

BACKGROUND

On Thursday, April 10, 2014, State Board of Education Chair Ms. Brenda Gullett appointed Ms. Alice Mahony, chair; Ms. Mireya Reith; and Mr. Joe Black to the Special Committee on Parent Communication. The committee members were directed to work with Arkansas Department of Education (ADE) staff to increase parent and teacher communication that focused on ensuring students are college and career ready. The committee included members from supporting organizations. The committee met June 13, 2014; July 11, 2014; August 15, 2014; November 14, 2014; and Friday, January 9, 2015.

The committee outlined a plan for monthly communication topics that could improve communication between teachers and parents. The committee oversaw the development of a webpage on the ADE website that includes a monthly newsletter, social media postings, and helpful links:

<http://www.arkansased.org/divisions/communications/my-childmy-student>. In addition, a professional development course was developed and posted on Arkansas IDEAS.

IDEAS-ADE - My Child, My Student: Parents and Teachers Communicating - Reducing Chronic Absenteeism is now LIVE on the portal. To visit the course, click here: <http://lms-1.aetn.org/?redir=course&id=1004224>.

DATA

- The My Child/My Student campaign has experienced moderate success since its launch in August 2014. With the official announcement of the campaign, newspaper, television, and radio outlets provided opportunities to promote the campaign at no cost.
- In a little more than four months, the ADE's social media reach has been extended to include nearly 1,100 new followers. Analytics from the ADE's Facebook and Twitter accounts show that the messages are reaching the campaign's key demographic, women between the ages of 24 and 54, but the numbers also show that most of the social media followers are geographically located in the central Arkansas area. Aggressive pursuit of increasing ADE's presence on social media has allowed the agency to build a collective community of over 10,000 followers.

- In August 2014, ADE's Facebook page had 2,495 likes. This number surged to 2,844 in December 2014, which shows a growth of 349 new followers.
- The ADE's Twitter following has seen a similar growth. In August 2014, the Twitter page had 6,496 followers. In December 2014, the number of followers had increased to 7,234 followers, which is a growth of 738 followers.

MESSAGE EXPANSION

- The My Child/My Student campaign's core mission remains focused on increasing and improving communication between Arkansas public school teachers and parents/caregivers to improve the academic success of Arkansas public school students.
- Emerging issues that impact Arkansas students, coupled with the need to increase the awareness of the campaign and its messages, require expansion of the campaign's scope and message delivery systems. The campaign's messages for the 2015-16 school year will be expanded to include parent and educator communication that does the following:
 - Prepares students to be college and career ready; and
 - Raises public awareness concerning student safety including anti-bullying and school bus safety for students and Arkansas motorists.

KEY AUDIENCES

External audiences:

- Parents and caregivers
- Teachers
- Principals
- District superintendents and other district level administrators
- Education organizations
- Legislators
- Media
- General public

Internal audiences:

- Members of the Arkansas State Board of Education
- Arkansas Department of Education staff members

BRANDING

- The My Child/My Student brand and slogan were utilized on the webpage and all social media postings. To support brand identification and increase awareness, all outreach efforts will do the following:
 - Display the My Child/My Student brand and slogan; and
 - Direct follow-up to the My Child/My Student webpage or to the ADE website.

WEBSITE

<http://www.arkansased.org/divisions/communications/my-childmy-student>

- The ADE Communications unit designed the My Child/My Student page on the ADE website. The Communications unit will continue to maintain support of the webpage and promote the webpage by doing the following:
 - Utilizing the promo header on the home page to bring attention to the My Child/My Student webpage.
 - Utilizing a promo header on the parents' page and teachers' page to bring attention to the My Child/My Student webpage.

SOCIAL MEDIA

Follow us on Twitter [@ArkansasEd](#).

Like us on Facebook at [Arkansas Department of Education](#).

- The ADE Communications unit aggressively promotes the My Child/My Student campaign on Facebook and Twitter. The unit will continue to search for current and active media to promote the My Child/My Student campaign in addition to doing the following:
 - Expanding the use of ADE's YouTube channel. Market trends indicate that the use of video will continue to grow as a means of content delivery.

NEWSLETTERS

- A communications firm was hired to develop monthly newsletters that were linked on the My Child/My Student campaign. The Curriculum and Instruction unit will continue to develop monthly newsletters that will be placed on the following:
 - The My Child/My Student webpage; and
 - ADE social media.

HANDOUTS

- My Child/My Student handouts were provided during monthly State Board meetings. The handouts are also available on the My Child/My Student webpage in English and Spanish. Additional handouts will do the following:
 - Celebrate teachers and parents who are communicating about college and career readiness and student safety.
 - Promote My Child/My Student communication topics.

VIDEO

- The ADE Communications unit created three videos for the My Child/My Student campaign. The unit will continue to create collections of short videos, with the content focused on the My Child/My Student campaign, and post them on the ADE website and YouTube channel. Video messages will be posted in English and Spanish. Also, the unit will promote outreach by doing the following:
 - Encouraging schools to videotape messages related to My Child/My Student and post them on their websites and/or social media. The video links will be shared via the ADE social media and the My Child/My Student webpage.

PROFESSIONAL DEVELOPMENT

- The ADE Communications unit, Arkansas IDEAS, and Special Committee Member Ms. Angela Duran wrote a professional development program for Arkansas educators that focused on student attendance, one of the topics in the 2014 My Child/My Student campaign. ***My Child, My Student: Parents and Teachers Communication – Reducing Chronic Absenteeism*** is a half-hour parental involvement course featuring Jonathan Crossley, 2014 Arkansas Teacher of the Year. Mr. Crossley discussed chronic absenteeism and suggested strategies that teachers can use to help students be successful. In addition, Mr. Crossley addressed the underlying meaning of chronic absenteeism and why it matters. He also offered suggestions for teachers as they communicate with parents about the importance of regular school attendance. The course may be accessed by clicking [HERE](#) or following the breadcrumb: Arkansas IDEAS <http://ideas.aetn.org>: My Courses > LIBRARY: Parental Involvement.
- The unit will continue to collaborate and design professional development for Arkansas educators on My Child/My Student topics by doing the following:
 - Enlisting the assistance of supporting organizations to design and develop quality professional development.

NEWSPAPERS/MAGAZINES/PUBLICATIONS

- The majority of newspapers in Arkansas are published once a week, usually on Wednesdays or Thursdays. Many local publications/magazines are available to the general public free of charge. Some businesses include fliers in monthly bill statements. The Communications unit will seek to utilize more print media by doing the following:
 - Producing a monthly column on an issue related to My Child/My Student.
 - Exploring the availability of a monthly column in *Hola! Arkansas* to reach a broader Spanish-language audience.
 - Explore the availability of a monthly column in other widely distributed publications sponsored by Arkansas Children's Hospital, Electric Cooperatives, Farm Bureau, Arkansas Activities Association, Health Advantage, and Arkansas Business Publishing Group.
 - Explore the availability of including a blurb and link to My Child/My Student in businesses' mail-outs.

CONFERENCES/MEETINGS

- Statewide conferences serve as a way to reach Arkansas educators, school administrators and school board members. These gatherings include core audiences for the My Child/My Student campaign. The Communications unit will encourage more engagement from organizations by doing the following:
 - Requesting to provide a display booth at conferences to promote the My Child/My Student campaign.
 - Explore the availability of a display booth at conferences sponsored by the Arkansas Association of Educational Administrators, Arkansas Home Visiting Network, Parent Teacher Association, Arkansas Education Association, and other community organizations.

ADE STAFF

- The Communications unit will encourage staff members to promote the My Child/My Student campaign by doing the following:
 - Distributing e-mail messages to staff about the My Child/My Student campaign and encouraging staff to like/follow the campaign on Facebook and Twitter.

- Encouraging staff to share information about the My Child/My Student campaign with colleagues, friends and family.

RADIO

- The ADE Communications unit will pursue sponsorship to allow the My Child/My Student campaign to reach a larger audience and have a constant on-air presence.

TELEVISION

- Free media coverage by the state’s television stations focused on the kick-off announcement of the My Child/My Student campaign. Ms. Kimberly Friedman, ADE Director of Communications, and Ms. Angela Duran, Coordinator for the Arkansas Campaign for Grade-Level Reading, were interviewed by Ms. Robin Bobo on Channel KTSS in Hope.
- The ADE Communications unit will pursue sponsorship to allow the My Child/My Student campaign to reach a larger audience and have a constant on-air presence.
 - Possible opportunities exist on “Daybreak,” the local morning program on KATV-Channel 7.
 - Possible opportunities exist on KTHV-Channel 11 evening news broadcasts at 6 p.m. and 10 p.m. The station currently produces the segment “A Place to Call Home” in partnership with the Division of Children and Family Services of the Arkansas Department of Human Services. The segment features Arkansas children who are available for adoption.
 - Additionally, Maura Lozano-Yancy, owner of the Hola Media Group, which publishes *Hola! Arkansas*, announced in October that the Hola Media Group will take over two Telemundo affiliates in Arkansas. The affiliates will be located in Little Rock and Fayetteville. By forming a partnership with these affiliates, the My Child/My Student campaign would have an opportunity to reach a larger, Spanish-speaking audience.

SUSTAINABILITY, EVALUATION and REPORTING of PROGRESS

- The work done by the Special Committee on Parent Communication will be continued under the direction of the ADE Communications unit. The Communications unit will be responsible for the following:
 - Organizing a communication cabinet to consist of teachers, parents and organization membership who will meet quarterly (in person or

electronically) to review progress and make recommendations regarding the My Child/My Student campaign;

- Continuing to collaborate with the Curriculum and Instruction unit to provide current newsletters on My Child/My Student communication topics;
- Continuing to support the My Child/My Student campaign by updating the webpage and social media postings;
- Continuing to pursue opportunities for support to bring awareness to the My Child/My Student campaign;
- Examine data regarding the outreach to parents and teachers; and
- Report periodically to the State Board of Education.

Report submitted by the State Board of Education Special Committee on Parent Communication, February 13, 2015.



Communication Topics



2015-2016

Month	College and Career Readiness Topic	Parent: Sample questions to consider when communicating with your child's teacher	Teacher: Sample questions to consider when communicating with parents	Student Safety Topic	Parent: Sample questions to consider when communicating with your child's teacher	Teacher: Sample questions to consider when communicating with parents
August	Back to School/ School Attendance	<ul style="list-style-type: none"> • What is the best way to communicate with my child's teacher? • What is the best way for my child's teacher to communicate with me? • When is the best time for me to contact my child's teacher? • What can I do to help my child attend school every day? • What information is available in my child's school handbook? • Is my child on 	<ul style="list-style-type: none"> • What is the best way to communicate with my students' parents? • What is the best way for parents to communicate with me? • What is the best time to contact my students' parents? • What can I do to promote good attendance? • What are the application deadlines for summer educational programs (Boys and Girls State, 	School Bus Safety	<ul style="list-style-type: none"> • What should I tell my child about getting on and off the school bus? • What should I tell my child about walking to and from the school bus stop? • What can I do to remind Arkansas motorists about school bus safety? 	<ul style="list-style-type: none"> • What is the best way to communicate with my students' parents about school bus safety? • How can my school get involved in the Flashing Red. Kids Ahead. campaign? • What are some helpful tips I can give to my students' parents about school bus safety?

		track/timeline for college? What are the deadlines for ACT and SAT registration?	Arkansas Governor's School, summer school programs, Upward Bound, STEM opportunities, local library reading programs, ACT/SAT prep)?			
September	School Involvement: Student Goals for Success	<ul style="list-style-type: none"> • What will my child learn this year? • What learning goals will we set together? • What programs should my child be involved in at school? • How much homework will my child have? • What supports are available to me as I assist my child with homework? • How can I be involved in my child's learning? 	<ul style="list-style-type: none"> • What do parents need to know about learning standards and assessments? • What online grading system is available to parents? • What educational opportunities are available for students? • What are the homework expectations for my students? • How can I involve parents in ways that support learning? • How can parents get involved in school programs? 	National Preparedness Month	<ul style="list-style-type: none"> • Does my child know what to do in case of an emergency? • Does my family have an emergency supply kit? • What does my child need to know about natural disasters? • Does my child know how to get in touch with family members if we are not together when an emergency occurs? 	<ul style="list-style-type: none"> • Do my students know what to do in case of an emergency? • How do I help my students' parents discuss natural disasters with their children? • What information can I give parents about preparing for disasters?
October	Parent/Teacher Conferences	<ul style="list-style-type: none"> • How is my child progressing? • What can I do to help my child? • What questions should I ask my child's teacher? 	<ul style="list-style-type: none"> • How are my students progressing in relation to the learning standards? • Are my students prepared to move to the next level of learning? 	National Bullying Prevention Awareness Month Flu Prevention	<ul style="list-style-type: none"> • How do I know if my child is being bullied? • How do I know if my child is a bully? • How can my child's teacher help if my child is being bullied? • How can I protect 	<ul style="list-style-type: none"> • What can I do to prevent bullying in my school or classroom? • How can I help a student who is a victim of bullying? • How can I help a student who is a bully?

			<ul style="list-style-type: none"> • What support can I offer to a struggling student? • What questions will parents have about ACT and college registration? • What can parents do to help their children? 		<ul style="list-style-type: none"> • my child against cyberbullying? • What does my child's school handbook say about bullying? • What are some precautions my family can take to avoid getting the flu? • When is my child too sick to attend school? 	<ul style="list-style-type: none"> • What recommendations can I give my students' parents on preventing cyberbullying? • What information should be communicated to parents about flu prevention?
November	Helping My Child	<ul style="list-style-type: none"> • How do I help my child be a better reader? • How do I help my child learn math? • How can I use math at home? • How can I help my child read 30 minutes per day? • How can I encourage other children in my neighborhood to be strong readers and mathematicians? • What courses will my child need to take to graduate on time and be college and career ready? 	<ul style="list-style-type: none"> • What recommendations can I give parents for supporting reading and mathematics at home? • How can I remove the barriers that block a student's success? • What should parents know about college and career readiness? 	School Health	<ul style="list-style-type: none"> • How do I communicate with the school if my child is a diabetic or has other health issues? • What supplies should I send to school with my child if he or she is diabetic or has other health issues? • What can the school nurse do to help my child? • Is my child eating a healthy lunch each day? • Does my child's school have a school health center? 	<ul style="list-style-type: none"> • How can I help my student who is diabetic or has other health issues? • Do I have the correct contact information for parents/guardians in case of an emergency? • Where can I learn more about diabetes and other health issues?

December	Serving the Community	<ul style="list-style-type: none"> • How can my child get involved in community service? • Why is community service important for my child? • What can my child learn from doing community service? • Are there families at our school that need assistance? 	<ul style="list-style-type: none"> • What community service opportunities are available for my students? • What community service opportunities can parents and children do together? • What learning opportunities are available through community service? 	Health and Safety	<ul style="list-style-type: none"> • How do I make sure my child's toys are safe? • What does it mean when a toy is labeled "supervision required"? • What exercise options are available to my child during the winter break? 	<ul style="list-style-type: none"> • What is the best way to communicate with my students' parents about toy and gift safety? • What resources can I share with parents about making safe toy and gift purchases? • What physical activities can I recommend for students during the winter break?
January	Goals for Success	<ul style="list-style-type: none"> • How is my child progressing? • Is my child meeting expected learning goals? • Is my child actively engaged in learning? • How can I be involved in my child's learning experience? • What are the homework goals for this semester? • What supports are available to me as I help my child with homework? • Is my child on track to graduate on time? • Do my child's actions celebrate diversity/heritage? 	<ul style="list-style-type: none"> • How are my students progressing to meet grade-level standards? • Does homework provide appropriate practice for skills that have been taught? • How can parents get involved in school? • How can I help parents assist their children with homework? • Does my classroom celebrate diversity/heritage? 	Flu Season	<ul style="list-style-type: none"> • What are some precautions my family can take to avoid getting the flu? • What should I do if my child gets the flu? • Is my child dressing appropriately for winter weather? • Do I know what the required immunizations are for the next school year? 	<ul style="list-style-type: none"> • How can I communicate with parents about flu season? • What should I do if a child develops flu-like symptoms during the school day? • What can I do to help my students stay healthy during flu season?

February	Testing	<ul style="list-style-type: none"> • What do I tell my child about state testing? • What can I do to limit test anxiety? • How can I help my child be prepared for testing? • When will I receive my child's results? • What will I learn about my child from the testing results? • When does my child need to take the ACT or SAT? • Is my child on track to be eligible for scholarships? 	<ul style="list-style-type: none"> • What do I need to tell my students about the tests? • What can I do to reduce test anxiety? • How do I help my students prepare for the ACT or SAT? • How are my students progressing in relation to the learning standards? • Are my students on track for college and career readiness? 	National School Counseling Week	<ul style="list-style-type: none"> • Do I know who my child's school counselor is? • What kind of assistance can my child's school counselor give me or my child? • When should I contact my child's school counselor? 	<ul style="list-style-type: none"> • How can parents contact the school counselor? • How can the school counselor help students and parents?
March	Engagement	<ul style="list-style-type: none"> • How do I talk with my child about college and careers? • How can I help my child apply what he or she learns in school to everyday activities? • How can my child use technology to enhance learning? • How do I help my child utilize mathematical problem solving? • How do I help my child become a proficient reader? 	<ul style="list-style-type: none"> • Do my lessons show how students will use their knowledge in college and careers? • How can my students apply what they learn to everyday life? • How can my students use math at home? • How does my class celebrate Read Across America? 	National Severe Weather Preparedness Week	<ul style="list-style-type: none"> • Does my child know what to do if severe weather occurs while he or she is home alone? • Does my family have regular tornado drills? • Does my family have a prepared disaster kit? 	<ul style="list-style-type: none"> • Are there resources I can give my students to prepare them for severe weather? • How will parents be notified in case of severe weather?

April	Goals for Success	<ul style="list-style-type: none"> • How will I know if my child is making progress? • If my child is not making progress, how can I help? • What learning goals have been met? • Is my child actively engaged in learning? • Is my child meeting homework goals? • Is my child college and career ready? • What resources are available for assisting my child in college and career planning? 	<ul style="list-style-type: none"> • How are my students progressing toward meeting grade-level standards? • Are my students meeting homework expectations? • How can I help parents become involved in school activities? • Are my students college and career ready? 	National Child Abuse Prevention Month	<ul style="list-style-type: none"> • What do I do if I suspect a child is being abused? • How can I become involved in local child abuse prevention programs? • What are the signs that a child is being abused? • How should I communicate with my child's teacher if I suspect a student is being abused? 	<ul style="list-style-type: none"> • How can I support child abuse prevention programs in my community? • What are my responsibilities as a mandated reporter?
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May	Maximize Summer	<ul style="list-style-type: none"> • How do I keep my child engaged in learning activities this summer? • Does my child have reading materials for the summer? • Does my child have engaging math activities at home? • Where can I find summer reading programs? • What summer courses are available for my child? • What summer experiences are available for my child? • What summer food programs are available for my child? 	<ul style="list-style-type: none"> • What learning activities can I recommend for summer? • What summer reading programs are available? • How can my students use math this summer? • What summer experiences are available to my students? 	National Allergy/Asthma Awareness Month	<ul style="list-style-type: none"> • How do I communicate with the school about my child's food allergies or asthma? • Does my child's school have my correct contact information in case of an emergency? • Who do I contact if my child needs medication during the day for his/her allergies? 	<ul style="list-style-type: none"> • Do I have correct parent contact information in case of an emergency? • What do I do if my student has a severe allergic reaction during the school day? • Do I know my school district's policy about dispensing medication? • What questions can I ask my student's parents about allergy or asthma triggers?
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**State Board of Education
 Division of Learning Services
 February 2015 Report
 Dr. Debbie Jones**

In compliance with § 6-15-2012, the Curriculum and Instruction unit has established college and career readiness assessments and transition courses available for school districts. In the 2015-16 school year, high schools must offer students a college and career readiness assessment and high schools must offer a college transition course for students not meeting cut scores established by the Department of Higher Education. Commissioner’s Memo LS-15-028, which was released October 7, 2014, identifies the college and career readiness assessments and the cut scores. Acceptable college and career readiness assessments with cut scores include the following:

Math CCR Determination	Literacy CCR Determination
19 on the mathematics section of the ACT	19 on the English section of the ACT
19 on the mathematics section of the PLAN	15 on the English PLAN
42 on the mathematics 10 th grade PSAT	44 on the 10 th grade writing PSAT
46 on the mathematics 11 th grade PSAT	47 on the 11 th grade PSAT
41 on the COMPASS Algebra test	80 on the COMPASS Writing Skills Test
39 on the ASSET Intermediate Algebra test	45 on the ASSET Writing Skills Test
460 on the math portion of SAT	450 on the writing SAT
TBD on the PARCC Algebra II End-of-Course Examination	TBD on the PARCC Grade 11 English Language Arts\Literacy Assessment

Cut scores pursuant to Arkansas Higher Education Coordinating Board Policy 5.8 and 5.16.

High Schools may offer any of the following courses as transition courses in the 2015-2016 school year:

Math Transition Courses	Literacy Transition Courses
SREB Math Ready	SREB Literacy Ready
Algebra III	12 th English/Transition
	Transition Literacy for College & Career Readiness

School Health

CDC Cooperative Agreement Program 1308: Promoting Adolescent Health Through School-Based HIV/STD Prevention and School-Based Surveillance.

The Centers for Disease Control (CDC) and Prevention provides funding for 19 states to build the capacity of districts and schools to effectively contribute to the reduction of HIV infection and other sexually transmitted diseases (STDs) among adolescents; the reduction of disparities in HIV infection and other STDs experienced by specific adolescent sub-populations; and school-based surveillance through Youth Risk Behavior Surveys (YRBS) and Profiles implementation. Program activities are expected to reinforce efforts to reduce teen pregnancy rates and intervention activities to address, HIV infection, other STDs, and teen pregnancy.

Arkansas ranks:

- 47th - Teen Birth Rate (2012-4,349 babies born to teen mothers, ages 15-19)
- 47th - Teen Pregnancy Rate (73 pregnancies per 1,000 girls)
- 49% - high school students reporting ever had sex (2013 YRBS)
- \$129 Million – Costs of Teen Childbearing for Arkansans – 2010
- 7th - Chlamydia and Gonorrhea
- 9th - Syphilis

School Wellness Committees in the priority schools are being utilized as the contact point for the district. Fourteen Arkansas school districts have signed on to participate in the five-year program implementation and have submitted a signed Memorandum of Agreement between the district and ADE. Schools brought teams together in July and December to begin their strategic planning process, and have since submitted an initial work plan and budget to increase

professional development opportunities for health teachers, develop a comprehensive approach to address bullying, and develop relationships and protocol with local health units to ensure students have access to appropriate health care services.

Areas of focus with program activities include helping schools:

- deliver exemplary sexual health education (ESHE) emphasizing HIV, STD prevention, and teen pregnancy/birth prevention; ADE is currently providing targeted health education professional development for health teachers to increase standards-based, skill-based classroom facilitation skills for increased student learning.
- increase adolescent access to key sexual health services (SHS); ADE is working with state and local ADH partners to assist schools in supporting partnerships to provide the necessary health services and education for adolescents.
- establish safe and supportive environments for students and staff (SSE). ADE is working with schools to help identify measures that can be taken to engage students in the development of local student-lead teams to address bullying/harassment issues in schools.

ADE is a part of the Arkansas Children's Hospital Natural Wonders Adolescent Teen Pregnancy Prevention Group. This group has state and local leaders coming together to address the needs of our state in reducing the pregnancy and STD rates among adolescents. The ability to have this working coalition group also meets a requirement of the CDC grant, which entails a statewide coalition group that addresses adolescent sexual health issues/needs and can provide guidance and/or recommendations.

**State Board of Education Report
Educator Licensure and Educator Effectiveness**

Licensure

- Dyslexia Therapist Programs of Study
- Computer Science Praxis Assessment Availability and Plans for 2015-16 teachers

Educator Preparation

- Proposed Rules for Preparation Programs

Educator Effectiveness

- *Equitable Access* Update
 - Technical Assistance Visit Summary (January 28th meeting)
 - Data Update
 - Metrics to be Used
 - Root-Cause Analysis Findings
 - Plans for Stakeholder Engagement
 - One School's Story: Jones Elementary, Springdale, AR
 - Principal Melissa Fink
- https://www.youtube.com/watch?v=XKyp_jBhHBk&feature=youtu.be
 - Proposed *Educator Preparation* Rules
 - Questions for consideration

Proposed Teacher Prep Regulations: SEA Decisions and Implementation Responsibilities

Document Reviewing Guide

Prepared for NTEP State Teams

As described in the Notice of Proposed Rulemaking issued by the US Department of Education Office of Postsecondary Education in December 2014, “the Department’s plan to improve teacher preparation has three core elements: (1) reduce the reporting burden on IHEs while encouraging states to make use of the data on teacher effectiveness to build an effective teacher preparation accountability system driven by meaningful indicators of quality (title II accountability system); (2) reform targeted financial aid for students preparing to become teachers by directing scholarship aid to students attending higher-performing teacher preparation programs (TEACH grants) and (3) provide more support for IHEs that prepare high-quality teachers from diverse backgrounds.” (pg. 71854)

The proposed regulations released on December 2, 2014 address the first two elements of this plan. This document has been prepared to help SEAs identify the decisions and implementation responsibilities that accompany the proposed regulations regarding the use of indicators and data in their teacher preparation program accountability system.

Specifically, the document is intended to:

- Outline the decisions that state education agencies will need to make as a result of the proposed new regulations; offer considerations to help states assess their readiness to make and the feasibility of those decisions;
- Suggest areas for comments to USDOE by February 2, 2015 on specific regulations, and
- Be used by states as they review the timeline presented in the federal register for the Teacher Preparation Issues: Proposed Rules.

Proposed Regulation- State Decision	Questions to Consider	Comments to USDOE	Proposed Solution
States will decide if they wish to use CAEP accreditation or state program approval criteria as required assurance of program quality.	<ul style="list-style-type: none"> • Will we use CAEP? Can CAEP accredit all teacher prep entities in our state? • If we use state program approval criteria, do we have evidence that it requires providers to have quality clinical preparation 	<i>Offer comment on feasibility of the development of criteria and implementation within the budget/capacity constraints of the SEA and the proposed timeline.</i>	

	experiences, rigorous exit and entry qualifications, rigorous content and pedagogy expectations?		
States will report on all teacher preparation programs that prepare a cohort of 25 or more. For programs that prepare a cohort of less than 25 annually, states will aggregate data across years and/or programs.	<ul style="list-style-type: none"> • What “n” size will we choose for our cohort? • Do we have the required capacity in our data system for our “n” size and number of programs? • What process will we recommend to programs to use to establish the selected “n” size? • For smaller programs, how many programs and/or years will need to be aggregated to achieve a cohort that can be reported? Do we have the data from previous years to report out on those programs? 	<p><i>Will we be able to report on this by April 2018? If not, offer comment as to why and propose new timeline.</i></p> <p><i>For smaller programs, will this provide an accurate representation of the quality of programs when aggregating across programs and/or years?</i></p> <p><i>Will this provide a fair representation of all entities preparing educators? If not, provide recommendations on holding all entities accountable.</i></p>	
States must form a stakeholder group to determine many components of State Report Card (SRC) and data collection, and they must include at a minimum the following “representatives”— leaders and faculty of traditional and alternative preparation programs; students of such teacher preparation programs; superintendents; school board	<ul style="list-style-type: none"> • Do we have a guiding coalition or advisory group that we can use? • If so, does the group need to be augmented to adhere to requirements? • Do we have internal capacity (staff and finances) to convene this group for their work on teacher prep regs? 	<p><i>With an estimated costs by USDOE of \$350K for this requirement, comment on the accuracy of that cost estimate. Provide suggestions for the use of various federal funds for states to use for convening purposes.</i></p>	

<p>members; elementary and secondary school leaders and instructional staff; elementary and secondary students and their parents; IHEs that serve high proportions of low-income or minority students, or ELL; advocates for ELL and students with disabilities; and officials of State’s standards board or other appropriate standards body”. (proposed §612.4 (C)(1))</p>			
<p>States will decide, with their stakeholder group, on the weighting of the 4 additional required indicators of program effectiveness (survey data, employment outcomes, student learning outcomes, CAEP or state approval based on rigorous indicators)</p>	<ul style="list-style-type: none"> • Will we be able to convene stakeholders and make this decision to include—as required—in the October 2017 SRC? • Do we have the capability to collect pilot data to inform this decision to strengthen validity and legal defensibility claims? • Are there current laws or state processes that will need to be modified and/or adhered to in this decision making process? 	<p><i>For the following decisions using stakeholder input, you may wish to urge the USDOE to make the requirement of reporting this information April 2018 instead of October 2017, which is consistent in using the new report card.</i></p>	
<p>States will decide, with their stakeholder group, the rating levels and “cut levels” for at least four rankings of program effectiveness.</p>	<ul style="list-style-type: none"> • Will we be able to convene stakeholders and make this decision to include—as required—in the October 2017 SRC? • For our effective levels, 	<p><i>If we adhere to the proposed timeline, we will be making the decision about weighting and cut scores prior to the first full data collection. States may wish to comment on risk associated with</i></p>	

	<p>have we adhered to the minimum required indicators?</p> <ul style="list-style-type: none"> • For our low performing and at-risk levels, have we adhered to the requirements in the new regulations? • Do we have a plan to make the decision process transparent? 	<p><i>setting cut score policy without the data needed to support such a decision. States may wish to ask that they be permitted to adjust cut scores following the first full year (April 2019) of data analysis rather than wait four years (which would be 2022).</i></p>	
<p>States will decide, with their stakeholder group, rewards and consequences for each ranking level and when they will go into effect.</p>	<ul style="list-style-type: none"> • Will we be able to convene stakeholders and make this decision to include—as required—in the October 2017 SRC? • Does the SEA and/or stakeholder group have the legal state authority to make these decisions, provide rewards, and/or impose consequences? • What state laws are implicated in these decisions? 	<p><i>Provide comments on the current state laws and/or regulations that would require modification to adhere to these regulations.</i></p>	
<p>States will decide, with their stakeholder group, the appeal process for a program contesting their rating.</p>	<ul style="list-style-type: none"> • Will we be able to convene stakeholders and make this decision to include—as required—in the October 2017 SRC? 	<p><i>Provide comments on the legal defensibility of these rules and feasibility of the timeline required in adopting such processes.</i></p>	
<p>With the April 2018 SRC, all teacher prep entities offering program(s) must be included in federal report.</p>	<ul style="list-style-type: none"> • Do we have accurate information on all of the providers of teacher prep 	<p><i>Ask USDOE for clarification on distance learning programs that are national in scope and state</i></p>	

<p>These include alternative providers and out of state distance learning.</p>	<p>programs in our state?</p> <ul style="list-style-type: none"> Who approves either distance learning and/or alternative certification programs for teachers in our state? If not our agency, do we have a solid working relationship so we can fulfill this requirement? Is our data system designed to collect information from alternative providers? 	<p><i>obligation as part of definitions.</i></p> <p><i>Provide comments on the state's ability to track alternative providers and out-of-state distant providers.</i></p> <p><i>Provide comments on the scope of the task in tracking out-of-state distant learners.</i></p>	
<p>States will decide and report on the process they will use for data audits.</p>	<ul style="list-style-type: none"> Do we have a data group that can propose this process for our agency? 	<p><i>Provide comments on the state's ability to perform data audits of individual programs including time and cost estimates, privacy concerns, and legal authority.</i></p>	
<p>States will decide the process for aggregating data.</p>	<ul style="list-style-type: none"> Do we have a data group that can propose this process for our agency? Do we have current business rules for aggregating the various data collected? If not, will we be able to create those prior to the first full data collection to meet the timeline outlined? 	<p><i>Provide comments on the state's process in collecting data and creating business rules for aggregation and reporting. In the comments, consider timeline for implementation for the individual programs and the state process, staff capacity, and the ability to develop business rules on one year of data collection.</i></p>	
<p>States will decide the process for setting up data reporting systems for new regulation requirements during 2015-2016 year.</p>	<ul style="list-style-type: none"> Is this timeline sufficient for our agency? Will we be able to pilot state reporting in April 2018 with new teacher data in the 2016-17 	<p><i>Offer comments on how this timeline works, or not, for your SEA. Include any comments on how all teacher preparation entities will have to build systems that will then</i></p>	

	<p>academic year, and with full state reporting for the new teachers in 2017-18 academic year?</p> <ul style="list-style-type: none"> • Do we have a solid understanding of our data system’s current capacity to respond to these regulations? 	<p><i>report into your SEA system and feasibility of meeting the proposed timeline. If your state has a large number of non-traditional teacher preparation entities that you’ll need to include in SRC, suggest a phase in period and what that may look like.</i></p>	
<p>States will transition from reporting on institutions in the SRC to reporting on individual programs.</p>	<ul style="list-style-type: none"> • Do we know all the individual preparation programs in our state? • Does our program approval process evaluate the program or the teacher preparation entity? • If we do not have sufficient knowledge or processes at the program level, what tasks must we do and what is the capacity cost to make the switch? • Do we have consistent definitions across all teacher preparation entities on how to define a “program”? If not, how quickly can we come to consensus prior to data collection? • Do we have a process for all teacher preparation entities to respond to the statutory requirement that their 		

	program is informed by local supply and demand needs?		
States will decide the measure for reporting on the program's ability to produce candidates that positively impact student learning.	<ul style="list-style-type: none"> • Do we have a strong student-teacher link in our data system? Do we have teacher-prep program link in our data system? • What data will be collected on student learning outcomes for this indicator? • Will we use VAM, student growth percentiles, other student growth measures OR our teacher evaluation measure of effectiveness? • If we wish to use teacher evaluation data, is student growth a significant part of the multiple measures (as required by ESEA waiver)? 	<p><i>Currently, 44 states have a student-teacher link. Far fewer states have a teacher prep-program link. You may wish to comment on the ability of your state to build those linkages to meet the timeline of reporting reliable data.</i></p> <p><i>If applicable, provide comment on any state laws that may provide obstacles or prohibit this type of reporting.</i></p>	
States will decide what data will be used for employment outcome indicators of hiring and retention.	<ul style="list-style-type: none"> • Are we able to include employment data on teachers working in another state and/or private schools or will we exclude these teachers? • Will we assess employment outcomes differently for alternative programs (e.g. TFA, lateral entry)? • What measure will we use for retention indicator? 	<p><i>Currently, there is inconsistency in rationale with teacher prep regs for placing teachers in high needs schools (e.g. encouraging programs to count this) and equity plans (e.g. cites over placement of new teachers in high needs schools as contributing cause to inequitable access to effective teaching).</i></p> <p><i>Comment on the state's ability to track teachers teaching out-of-</i></p>	

	<ul style="list-style-type: none"> How will we address the federal requirement to report employment data in high needs schools to demonstrate programs effectively prepare teachers for that context? 	<i>state or in private schools.</i>	
States will design and implement surveys to collect data on candidate and employer satisfaction with teacher preparation program—focused on those teachers placed in teaching situations for which they were prepared and credentialed.	<ul style="list-style-type: none"> Do we have current survey tools that can be refined for this purpose? Can we design a sampling process that also targets teachers working “in-field”? Do we have capacity to design and implement survey tools? Do we have systems and strategies in place to ensure an adequate response rate? 	<i>If this is a capacity issue, please comment on ideas that USDOE or partners could do to support this work for your agency. Examples might be the development of a survey tool that could be used by all states; IES/research guidance on best practices for sampling, etc.</i>	
States have the option to add other indicators of teacher effectiveness to their data collection and state report card.	<ul style="list-style-type: none"> Is there other data we wish to collect that we feel is a critical component of teacher program effectiveness? 		
States are required to provide technical assistance to programs that have been designated low-risk.	<ul style="list-style-type: none"> What is our current capacity at our SEA to do this work: time, expertise and financial resources? Given the above, what is our plan and does it adhere to minimal expectations suggested in regulations? 	<i>Provide comments on state’s capacity to provide technical assistance. Offer suggestions on how federal competitive grants, content and regional comprehensive centers funded by USDOE can supplement state efforts to these low performing programs.</i>	
States can decide the process for a	<ul style="list-style-type: none"> Is such a process in place, 		

<p>teacher preparation program to lose state approval to operate.</p>	<p>and do decision makers know the process?</p> <ul style="list-style-type: none"> • What needs to be amended in the process to adhere to new regulations? • Will we use the stakeholder group to inform this process? 		
<p>States need to define, for all teacher preparation programs, the expectations for state licensure and for the program content.</p>		<p><i>This is part of the evidence that supports the assurance of program quality.</i></p> <p><i>Provide comments on state's capacity and authority to make these decisions for all programs including national programs that operate in a state (e.g. University of Phoenix, Walden, etc.).</i></p>	
<p>States need to define, for all teacher preparation programs, the regulation requirements for rigorous entry and exit criteria.</p>	<ul style="list-style-type: none"> • Do we require multiple measures of candidate readiness for our programs? • Do we require programs to assess candidate performances including planning curriculum; delivering instruction; assessment of student learning; modifying instruction appropriately for all students? • For any assessments, can we ensure the validity and 	<p><i>This is part of the evidence that supports the assurance of program quality.</i></p> <p><i>Provide comments on state's capacity and authority to make these decisions for all programs including national programs that operate in a state (e.g. University of Phoenix, Walden, etc.).</i></p>	

	<p>reliability of the instruments? Would they withstand a legal challenge?</p>		
<p>States need to define, for all programs, expectations for clinical experiences. States will decide on the training standard for clinical faculty and make that public.</p>	<ul style="list-style-type: none"> • Do we specify that all programs deliver a core set of experiences? • Do we specify that all programs must use qualified instructors according to our state standard? • Do we specify that clinical experiences are multiple and include opportunities to practice with diverse students and settings (rural, ELL, SWD, urban) • Do we specify that performances in clinical settings be assessed with a performance based protocol? • Does our guidance include requirements that candidates have experiences using research-based practices, analysis of instruction; using technology for instruction and collaboration with peers? 	<p><i>This is part of the evidence that supports assurances of program quality.</i></p> <p><i>Provide comments on state's capacity and authority to make these decisions for all programs including national programs that operate in a state (e.g. University of Phoenix, Walden, etc.).</i></p> <p><i>In comment period, may suggest that the USDOE collect and share the range of ways that states are satisfactorily addressing the assurances of quality clinical practice.</i></p>	

Background:

To: Arkansas State Board of Education

Through: Annette Barnes, Assistant Commissioner

From: Dr. Richard Wilde, Public School Program Manager

Re: Schools in Academic Distress Quarterly Update

The State Board has classified twenty-six schools and two districts in Academic Distress. The schools are Augusta High School, Blytheville High School, Dollarway High School, Fordyce High School, Forrest City High School, Forrest City Jr. High School, Lincoln Academy of Excellence, Helena-W. Helena Central High School, Marvell High School, Osceola High School, Harris Elementary School, Jacksonville High School, Wilbur Mills High School, Belair Middle School, Oak Park Elementary School, Pine Bluff High School, Watson Chapel High School, Covenant Keepers Charter School, Baseline Elementary School, Cloverdale Aerospace Charter School, Hall High School, Henderson Middle School, J.A. Fair High School, McClellan Magnet High School, Stephens High School and Strong High School. Stephens High School no longer exists and Strong High School is in a district that was also classified as academically distressed.

The districts in Academic Distress are Lee County and Strong-Huttig, with progress reports to be provided separately by the Office of Intensive Support. The schools in Academic Distress status within the Little Rock School District have previously been reviewed and are therefore not included in this update.

Six schools have attained three year trend achievement scores above the Academic Distress threshold. Onsite reviews have confirmed that sustainability plans are in place. Onsite review identified that efforts continue to fulfill the full implementation of the recommendations. District leadership related to these schools has also confirmed the intent for continued support and oversight. Specifically, these schools are Augusta High School, Fordyce High School, Marvell High School, Osceola High School, Harris Elementary and Jacksonville High School.

Each principal of a school in Academic Distress and their ADE School Improvement Specialist have reviewed the recommendations made by the review teams in October. The principal and ADE Specialist acknowledged understanding of the recommendations and are currently in the process of defining what full implementation of each recommendation will be, and the method of evaluation. The recommendations will be converted to 45 day action plans during third quarter of this school year (draft form attached). The intent of the 45 day action plan is to assist the school leadership team in

identifying actions to be accomplished and to maintain focus on the implementation of the recommendations.

School Specific Notes:

Blytheville School District – Blytheville High School

1. District leadership should evaluate the effectiveness of reading instruction K-12.
 - Vertical alignment meetings for literacy instructional facilitators are held once a month to discuss common language, align practices and find gaps.
2. The literacy alignment K-12 should be evaluated to determine if the written and taught curriculum is aligned with the state curriculum frameworks.
 - The district is reviewing reading instruction from K-12.
3. The principal should monitor implementation levels of strategies learned during training to improve teachers' ability to meet the unique needs of children of poverty. Results should be used to determine individual teachers' professional development needs.
 - The ADE Specialist is working with the principal to focus 50 percent of the principal's time on instructional activities.
4. District/school leadership should establish a vision for high academic achievement in collaboration with the school board and stakeholder groups to market that vision to the community, staff, parents, and students.
 - To establish capacity for vision development, the district has sponsored an administrative book study from the book Mindset (Carol Dweck). Administrators have been asked to examine their practices, their procedures and protocols through the lens of building a culture of growth and learning throughout the district
5. District/school leadership should evaluate the current status of the parent contact program. Plan and implement a program of contacting parents with positive information about students.
 - The school has initiated a positive parent contact program. Parent involvement facilitators on each campus are providing ongoing monthly support and ideas for reaching out to parents as well as collecting parent contact data.

6. District/school leadership should evaluate the effectiveness of the “Critical Reading Class” based on student performance data.
 - Not yet completed.
7. District/school leadership should evaluate the effectiveness of the RTI program based on student classroom level progress and the use of appropriate interventions.
 - The district is evaluating the effectiveness of reading instruction K-12.
8. The math interventionist should work with individual teachers to guide development of intervention plans.
 - Mathematics Design Collaborative (MDC) is being refined and the staff continues to participate in regional training sessions.
 - After studying the math program and process of students in advanced math classes from 8th through 12th grade, the decision was made to make the former 8th grade algebra 1 class a 90 minute block class that includes a blend of algebra A and pre-AP 8th grade math class.
9. Math interventionists should give assistance to students identified as being in need of additional support.
 - Students in need of supplemental services are receiving assistance.
10. School leadership should ensure that teachers trained in Mathematics Design Collaborative (MDC) continue to receive assistance from the local education service cooperative to effectively align MDC with local district initiatives
 - Teachers are continuing to participate in the MDC.

Dollarway School District – Dollarway High School

1. Content area teams should collaboratively develop pre- and post-unit assessments within instructional units. These units should include strategies that differentiate instruction so all student’s educational needs are met.
 - The high school has scheduled half day trainings for English and Social Studies in the morning and Math and Science in the afternoon on the following dates: 11/18, 12/9, 1/7, 2/4, 3/4, 4/1 to develop pre and post assessments for the courses they teach.
2. School leadership should include time in the master schedule for content area teams to meet and regularly analyze various student achievement data sets

(state mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the year.

- The current master schedule allows time for grade-level planning not content-level planning. The high school has content half-days planned for the remaining of the school year.
 - Teachers are meeting with External Providers, Literacy Facilitator, and Math Facilitator to analyze student assessment data.
3. District leadership should develop and implement a comprehensive plan to retain highly-qualified administrators to ensure continuity of instructional leadership.
- Discussion with the superintendent has occurred to address the challenges that the district faces with hiring and recruiting qualified staff. Challenges noted were: salary, environment, community perception, and job descriptions. Further discussion is planned to look further into addressing the recommendation in more detail.
 - A meeting is scheduled in January to meet with district to address this recommendation.
4. School leadership should ensure that the SLT is comprised of representatives from content and specialty areas. Teacher input is necessary to ensure that students' individual learning needs are being met and that every child has a plan to increase achievement.
- The building principal has designated a teacher representative from each department to participate on the leadership team.
5. In order to increase the likelihood that students will choose to meet classroom behavioral expectations school leadership should: facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms, ensure that all teachers display classroom rules that include positive, as well as negative consequences students will earn, based on their behavioral choices, closely monitor implementation levels of the school's discipline policy to ensure consistency.
- Teachers have posted rules, negative consequences, and positive rewards in the majority of classrooms.
 - A positive rewards assembly has been implemented for students who do not have a referral for dress code violation and have not received a tardy

for the second quarter. Student council met with the literacy facilitator to decide on the positive reward.

6. School leadership should continue to support the PTO in its efforts to assist the school in meeting student needs.
 - PTO has been established and the first meeting was held on December 15, 2014.
 - The next meeting will be held on Monday, January 26, 2015, and each fourth Monday.

7. School leadership should facilitate the development and implementation of a researched-based plan to involve community and family members in meaningful ways to support student achievement.
 - Student Council has met to discuss programs to implement community support.
 - The leadership team has met to discuss various ways to implement and improve the “image” of Dollarway High School.

8. District and building leadership should analyze a variety of student achievement data sets to determine professional development activities to improve teachers’ instructional practices to better meet the individual learning needs of all students.
 - A monthly calendar has been established for professional development, embedded professional development, PLC, grade-level meeting, and content meetings for the high school.
 - Teachers will be trained on using Edmodo on January 21 and 26.
 - External Providers will do a professional development on analyzing data on February 11, 2015.

9. District and building leadership should analyze a variety of classroom observation data to determine professional development activities to meet the needs of individual teachers.
 - A monthly calendar has been established for professional development, embedded professional development, PLC, grade-level meeting, and content meetings for the high school.
 - Teachers will be trained on using Edmodo on January 21 and 26.
 - External Providers will do a professional development on analyzing data on February 11, 2015.

Forrest City School District – Forrest City High School

1. Interim assessments should be administered in a scheduled basis.
 - Interim assessments from TLI are being administered to determine students' progress towards mastery of standards and to inform curricular and instructional decisions. Assessments are aligned with the implemented curriculum, based on Arkansas Frameworks.
2. Analyses of student achievement data should include interim assessments. This will enable instructional staff to identify struggling learners and plan instruction for remediation and/or interventions, as well as classroom instruction, throughout the year.
 - Data analysis is being done after each interim assessment. The district has contracted with an individual to assist teachers in the process of data disaggregation and what to do with the data once it is collected.
3. District leadership should conduct a comprehensive needs assessment to determine the need for on-site instructional facilitators.
 - This has not been completed at this time
4. School leadership should provide common planning time for instructional teams to plan instructional units that include pre- and post-unit assessments, analyze these and other student achievement data sets, and share successful implementation of best practices.
 - Teachers are planning and remediating after the data is collected.
 - Job-embedded professional development is held during PLCs.
5. District/school leadership should provide training and follow-up support for assistant principals, department chairs, and other school leadership team members to build instructional leadership capacity.
 - The district specialists and high school principal provide support for assistant principals and department chairs to build instructional leadership capacity through leadership team meetings, book studies, and personal interaction.
 - High level professional development, internal and external support (i.e. principal, district SIS, leading consultants from the state and national level).
 - The culture of higher expectations is developing in students and faculty.

6. District leadership should develop and implement a plan for retaining high-quality instructional leaders and teachers.
 - The district is in the planning process at this time.
7. District leadership should ensure the internal SIS is trained and supported in Arkansas initiatives such as Professional Learning Communities, Literacy Design Collaborative, Mathematics Design Collaborative, Understanding by Design, and Arkansas's school improvement model.
 - The Internal SIS is well versed in PLCs, UbD, and the Danielson model. All new administrators have studied Arkansas' school improvement model.

Forrest City School District – Forrest City Jr. High School

1. School leadership, with guidance from the internal school improvement specialist, should facilitate a comprehensive needs assessment that includes reflective conversations among representative stakeholder groups including teachers, parents, students, and community members, to identify school improvement interventions, personnel, and student demographics in 2013 and 2014. This needs assessment should provide insight into root causes of successes and failures.
 - This recommendation has not been completed at this time.
2. Once successful indicators and current needs are identified, district leadership should allocate resources necessary to duplicate successes and address areas of need.
 - This cannot be done until the needs assessment is completed.
3. District leadership should ensure the internal SIS is trained and supported in Arkansas initiatives such as Professional Learning Communities, Literacy Design Collaborative (LDC), Mathematics Design Collaborative (MDC), Understanding by Design (UbD), and Arkansas's school improvement model.
 - Internal SIS is well versed in PLCs, UbD, and the Danielson model used for TESS and LEADS. All new administrators have studied Arkansas' school improvement model.
4. Analyses of student achievement data should include interim assessments. This will enable instructional staff to identify struggling learners and plan instruction for remediation and/or interventions, as well as classroom instruction, throughout the year.
 - Interim assessments are being given on a regular basis.

5. Instructional teams, consisting of grade-level or content-area teachers, should develop units of instruction that include criteria for mastery of standards addressed in the unit. These units should include rigorous pre- and post-unit assessments that are aligned with Arkansas Frameworks.
 - The Forrest City Junior High has contracted with the International School Improvement Specialist, Dr. J. Pollock who is working with the faculty at the Junior High to improve overall instruction and student achievement.
6. Results from unit assessments should be analyzed by team members to identify students who are not performing at proficient levels and determine a course of action to increase mastery.
 - Data analysis is being done after each interim assessment:
 - (a) Two Data Days have occurred after school for 3 hours following the interims and two more are scheduled
 - (b) Representatives from ANET, the testing company, have been onsite working with teachers and facilitators to assist with the breaking down of data and planning lessons for remediation followed by a retest.
7. District/school leadership should develop a job description for instructional facilitators to clearly define duties and expectations, and review performance of instructional facilitators and provide specific, meaningful feedback to improve professional practice.
 - Job descriptions have been developed for instructional facilitator to clearly define duties and expectations, and review performance of instructional facilitators and provide specific, meaningful feedback to improve professional practice.
8. School leadership should regularly participate in and monitor PLC meetings to ensure time is consistently maximized to improve professional practice and increase student achievement.
 - Building principal or instructional facilitators attend most PLCs.
9. School leadership should monitor teachers' effective use of instructional time to improve student achievement.
 - Internal SIS is working with school leadership to focus CWTs to monitor teachers' effective use of instructional time to improve student achievement.

Forrest City School District – Lincoln Academy of Excellence

1. School leadership should facilitate a school-wide evaluation of interventions and action steps recently implemented to improve student achievement.
 - Superintendent, other district personnel, and an outside consultant created expectation recommendations as a result of a comprehensive walkthrough and observations.
2. District/school leadership should facilitate the analyses of data from interim assessments to determine students' progress towards mastery of standards and to inform instructional decisions.
 - Data analysis is being done after each interim assessment:
 - (a) Two Data Days have occurred after school for 3 hours following the interims and two more are scheduled.
 - (a) Representatives from ANET, the testing company, have been onsite working with teachers and facilitators to assist with the breaking down of data and planning lessons for remediation followed by a retest.
3. Instructional teams should collaboratively develop units of instruction that include pre- and post- unit assessments.
 - Teachers are working collaboratively to develop units of instruction.
4. Results from unit assessments should be analyzed by team members to identify students who are not performing at proficient levels and determine a course of action to improve student performance.
 - Students are being identified who are not performing at proficient levels and remediation is planned, carried out, and retested.
5. School leadership should establish and communicate expectations for collaborative planning time. These expectations should include the collaborative development of units of instruction that include pre-and post-unit assessments, collection and analyses of student performance data, and sharing of successful instructional innovations.
 - Data analysis is being done after each interim assessment:
 - (a) 2 Data Days have occurred after school for 3 hours following the interims and 2 more are scheduled.

(b) Representatives from ANET, the testing company, have been onsite working with teachers and facilitators to assist with the breaking down of data and planning lessons for remediation followed by a retest.

- Instructional facilitators work with teachers in the development of units of instruction that include pre- and post-unit assessments.
6. The principal should regularly participate in and monitor collaborative planning time meetings to ensure use of time is consistently aligned to leadership's expectations.
 - The Principal participates in leadership team meetings and some collaborative planning time meetings.
 7. District/school leadership should provide differentiated, job-embedded professional development based on individual teachers' needs.
 - District has provided job-embedded PD related to the new curriculum and assessments put in place by the new administration.
 8. Teacher needs should be determined by analyses of various sets of student achievement data.
 - The district has provided job-embedded PD which included onsite visits from representatives of the new assessment and curriculum companies. These visits included classroom observations and model lessons, followed by reflections and recommendations.
 9. School leadership should consider revising the master schedule to include transition time between classes.
 - The master schedule has been revised to facilitate a faster/smooth transition time and to allow a block of time each day for remediation.
 10. Teachers should plan and implement bell-to-bell instruction.
 - Teachers are using bell ringers and are more conscious of using all instructional time (bell-to-bell).
 11. District leadership should ensure the internal SIS is trained and supported in Arkansas initiatives such as Professional Learning Communities, Literacy Design Collaborative (LDC), Mathematics Design Collaborative (MDC), Understanding by Design (UbD), and Arkansas's school improvement model.

- The Internal SIS is well versed in PLCs, UbD, and the Danielson model used for TESS and LEADS. All new administrators have studied Arkansas' school improvement model.

Helena / W. Helena School District – Central High School

1. Content-area instructional teams should regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.
 - Implemented and is currently being refined.
 - Central currently has teachers meeting in content teams every Wednesday to discuss data, assessments, and remediation strategies.
2. School leadership should provide time for content-area instructional teams to collaboratively plan units of instruction that include (classroom) pre- and post-unit assessments to ensure vertical and horizontal alignment of curriculum, assessments, and instruction.
 - Limited development of the recommendation has occurred to date.
 - Units of instruction are only provided through TLI pacing guides as well as TLI pre and post assessments, limited teacher assessments have been developed. Vertical and Horizontal alignment is very limited. Very little has changed from Helena's last scholastic audit.
3. District leadership should develop recruitment and retention policies, practices, and advertisement avenues to build and maintain a highly-qualified instructional staff, especially in literacy and math.
 - Very limited development of this recommendation at this time.
 - Central High School started the school year lacking 2 math teachers. One position was filled with Arkansas Virtual School; the other position was filled with a long term substitute. The Arkansas Virtual School route was not successful and the math coach was reassigned to teach those classes mid-year. The other position required re-assigning the graduation coach back to the classroom for part of the day to instruct students; again this change was made mid-year. Additionally, math external support was cut in July for Central and with the reassignment of the math coach back into the classroom; Central was left without any real math support. According

to test data and the needs assessment, Central's #1 area of weakness is math. District office is in the process of recruiting math teachers from India which were slated to arrive the week after Thanksgiving and still have not shown up. As far as I can tell, very little recruit strategies and advertisement areas have been developed by the district office.

4. School leadership should develop a comprehensive and sustainable new teacher induction program that effectively prepares new teachers for meeting the individual learning needs of all students.
 - No development of the recommendation has occurred to date.
 - As far as I can tell, no induction program has been developed.
5. District and school leadership should plan and provide professional development regarding content knowledge and pedagogy to meet individual professional growth needs of new teachers.
 - Implemented and is currently being refined.
 - The district is providing professional development to the teachers in the areas of math and literacy.
 - School leadership is providing adequate professional development according to the teachers PGPs.
6. District and school leadership should facilitate vertical alignment sessions for teachers to collaboratively establish grade-level academic expectations and plan smooth transitions between each grade level.
 - No development of this recommendation.
 - I have not witnessed any vertical alignment sessions taking place, especially between the elementary campus and high school campus. As it stands, no conversations that I have witnessed have addressed this issue.
7. District leadership should implement transition meetings between sixth- and seventh-grade that involve building principals, math and literacy instructional coaches, and/or grade-level teachers to address students' individual learning needs as they transition between campuses.
 - Planning for this recommendation has not yet occurred.
 - No plan has been developed.
8. District leadership should provide either an internal school improvement specialist or an external provider to support school improvement efforts at Central High School.
 - An external provider was employed as of January 2015.

- Math and literacy support are not being provided at this time. According to the external provider, they have contracted with CTE support.

Pine Bluff School District – Belair Middle School

1. Grade-level teams should collaboratively develop pre- and post-unit assessments within instructional units. These unit should include strategies that differentiate instruction so all student's educational needs are met.
 - This is not yet completed
2. School leadership should include time in the master schedule for grade-level teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.
 - This is not yet completed.
3. District and school leadership, with guidance from the internal school improvement specialist assigned to the school, should plan and provide ongoing, job-embedded professional development to support teachers' effective implementation of research-based instructional strategies to meet the individual learning needs of all students.
 - Co-teaching strategies with the building of a model classroom are being implemented. Belair is participating in the Co-Teaching initiative with ADE Special Education unit. The first Co-teaching visit was on Dec. 2 which included a classroom observation and a Co-teaching Building Leadership team meeting.
 - The principal attended a co-teaching meeting in Jacksonville- Oct. 17.
 - The Internal School Improvement Specialist has organized data dives to analyze weak standards by class level in English Lang. Arts and Math. Remediation is planned with targeted skills (monthly).
 - The literacy and math coach conduct weekly planning meetings with English Lang. Arts and Math.
 - The school conducts bi-weekly leadership meetings to discuss data.
 - The principal and key building personnel visited a model school in Memphis, TN.

4. District leadership should facilitate sessions for collaborative development of a rigorous, curriculum that is horizontally and vertically (K-12) aligned to Arkansas Frameworks.
 - On Nov. 19- there was an ELA Curriculum alignment meeting.
 - The district had an unpacking the standards meeting in August.
 - The school has had meetings with faculty to unpack the standards in PLC's in math and literacy.
 - Professional development with faculty has been held analyzing evidence tables in PARCC-performance level descriptors and type 1, 2, and 3 questions.
 - Math content training- There have been 10 days of meetings with math teachers- Sept. Oct., and Nov. with 4 days of follow-up observations.

Pine Bluff School District – Oak Park Elementary School

1. Grade-level teams should collaboratively develop pre- and post-unit assessments within instructional units. These unit should include strategies that differentiate instruction so all student's educational needs are met.
 - This recommendation is not yet completed.
2. School leadership should include time in the master schedule for grade-level teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.
 - Data dives are conducted after each interim assessment. The school has set up this schedule for teachers to meet.
Kindergarten meets on Friday from 8:20-9:05.
1st grade: Thursday 8:20-9:05
2nd grade: Monday 2:20-3:00
Reading: (3rd, 4th, and 5th grade Monday 8:20-9:05
Math (3rd, 4th, and 5th grade Wednesday 8:20-9:05
Writing (3rd, 4th, and 5th grade Tuesday 8:20-9:05
3. District leadership should develop and implement a comprehensive plan to recruit and retain highly-qualified principals who can provide effective instructional leadership.
 - This recommendation is not yet completed.

4. The principal and instructional facilitators should collaboratively plan SLT meeting agendas, and then provide copies to all SLT team members prior to each meeting so that team members may prepare to address agenda items. Likewise, minutes should be distributed school-wide to keep all stakeholders informed.
 - The literacy coach types up minutes and gets to all the leadership team members. The literacy and math coach distribute to the faculty through PLC's.
5. The school leadership team should establish norms to protect and use SLT meeting time to efficiently and effectively address agenda items, including regular monitoring of progress toward reaching school improvement goals.
 - Leadership team agendas reflect review of ACSIP plans, IMO's, and Weekly Look 4's from the district internal school improvement specialist. Team members discuss upcoming agenda items.
6. District leadership should facilitate sessions for collaborative development of a rigorous, curriculum that is horizontally and vertically (K-12) aligned to Arkansas Frameworks.
 - This recommendation is not yet completed.
7. School leadership should facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms. All teachers should display classroom rules that include positive, as well as negative consequences students will earn, based on their behavioral choices.
 - The school has implemented Positive School Culture. There are rules for the classroom, sidewalk, cafeteria, library, and bathroom-all posted in the classroom. The school had the rules printed and laminated for consistency throughout the building.
8. School leadership should closely monitor implementation levels of the school's discipline policy to ensure consistency.
 - A principal's memo dated Jan. 14, 2015 went out to all building teachers regarding proper notification to the principal regarding attendance, tardies, and discipline forms. Attendance training has been reviewed with the district personnel to insure accuracy of attendance data. The administrators and building leadership team after analyzing disciplinary data found that the teachers had defined "fighting" differently than the office and the secretary entered it into the computer this way. Now the

administrators meet with the students and give them due process before entering the data into the system.

Pine Bluff School District – Pine Bluff High School

1. School leadership should facilitate the assessment of all students' reading levels with a standard reading assessment to accurately determine reading levels.
 - Students were assessed in September and they will have a mid-level assessment in January 2015. Students received interventions based on the reading assessment. The assessment identified areas of weakness for each student.
2. School leadership should facilitate the development of a school-wide literacy initiative aligned to Arkansas frameworks and inclusive of research-based instructional strategies.
 - The high school has prepared a school-wide literacy initiative starting with Dec. 16, 2014 with reviewing TLI and STAR data. The literacy coach modeled close reading with the whole faculty and 3 strategies for using reading comprehension in their discipline. On January 13, the modeling included PCR inclusion (Prose Constructed Response) scoring.
3. School leadership, in collaboration with the internal school improvement specialist, should develop a plan to monitor and assess the effectiveness of the literacy initiative.
 - This recommendation is not yet completed.
4. District leadership should support technological resources so teachers can effectively integrate technology into classroom instruction, and students can access programs for enrichment and remediation.
 - This recommendation is not yet completed.
5. District leadership should develop a plan to ensure consistent availability of instructional technology.
 - This recommendation is not yet completed.
6. Building leadership should identify materials and supplies that are needed for students and teachers and then plan methods for securing necessary materials and equipment.
 - This recommendation is not yet completed.

7. School leadership should develop a process for regularly examining student data to set interim goals with instructional teams or all faculty as appropriate. The process could include the following: (1) spend more time working with teachers and improving student achievement through PLC participation and classroom observations (2) work with the leadership team to establish PLC expectations for teachers.
 - PLC's in math, literacy, and biology depts. are meeting regularly- reviewing data and having to provide remediation through after school tutoring. In January the school started tutoring two days a week after school - Tuesdays and Thursdays in literacy and math. Science hasn't start tutoring yet but is in the progress of reviewing data.
 - In January, the building leadership team developed a schedule for all faculty to attend PLC's on Tuesdays to get professional development on incorporating literacy through all disciplines as well as examine student work.
8. District leadership should facilitate sessions for collaborative development of a rigorous, curriculum that is horizontally and vertically (K-12) aligned to Arkansas Frameworks.
 - This recommendation is not yet completed.
9. District leadership should build capacity within the high school so that instructional coaches score interim assessments and provide immediate results to students and teachers.
 - This recommendation is not yet completed.

Pulaski County Special School District – Wilbur Mills High School

1. The external provider and district leadership should collaborate to accelerate the training and expansion of knowledge of the school improvement process with school administrators and the school leadership team.
 - The external provider has been focused on building capacity and feeder patterns but after a meeting with the ADE SIS, the external provider will work in the 3rd and 4th quarter to expand the knowledge of the school improvement process.
2. Identification of data to be collected and analyzed should occur prior to the end of September, with follow-up in October related to “what to do if data indicators do not reflect positive trends.”

- The building has relied heavily on TLI data to guide instruction; however, the instructional teams feel the data isn't relevant because the assessment isn't closely aligned with the curriculum. There are post assessments for math units at this time but not for literacy. The intervention time during the block schedule could be used to remediate; however, this is being addressed whole group and is not data driven at this time.
3. In future hiring, district leadership should consider hiring experienced principals or developing an intensive leadership support plan for implementation on July 1 of the hire.
 - This will be discussed in a meeting with district office on January 27, 2015. They are aware of the recommendation.
 4. Ongoing professional development should be provided related to instructional lessons in a block schedule.
 - The staff attended a PD about effective use of the block schedule in the fall of 2014. However, the PD for this area of need has not been ongoing.
 5. The principal, external provider and instructional facilitators should identify teachers utilizing the block effectively and those with a rudimentary understanding of instructional technique in the block schedule. Additional and in-depth support should be provided for core teachers with novice level understanding of utilization of teaching in a block schedule, especially math.
 - The strengths and weaknesses of teachers have been identified; some effort has been made for the IF's to model in classrooms; however, peer observations of strong and effective teaching practices are not ongoing. The IF have been asked to provide evidence of his/her schedule and % of time spent focused on instructions (as well as the principal).
 6. An accelerated plan should be implemented specific to Algebra, given that a large percentage of students are not proficient in eighth-grade mathematics. An example of this would be a year-long daily course in Algebra (which given the A/B Block Schedule would be two math periods, one on A day and one on B day).
 - The leadership team is split on this topic and no indication from the district has been given to support the idea of doing away with the block schedule. The initial thought was to provide more time for the scholars program to complete tasks and projects for a deeper understanding of concepts.

7. The external provider and the district leadership team should meet monthly to review ACSIP action steps and revise the ACSIP according to student progress in algebra, geometry, and Students with Disabilities in both content areas.
 - Student progress and data are not being closely analyzed. The external provider did not meet to discuss ACSIP plans in great detail during the 1st and 2nd quarter because the IMO's were not relevant to the school improvement process. There are plans during the 3rd and 4th quarters to correct this situation.
8. District leadership and the external provider should accelerate the training of school administrators, school leadership team members, and core-content teachers in the rapid improvement/turnaround model so that change in leadership does not mean a restart at step one of the school improvement process.
 - The ADE SIS has worked directly with the building principal to guide him through the school improvement process. There is no evidence that any additional support has been given in this area.
9. The external provider, principal, and instructional facilitators, along with instructional teams should develop pre- and post-tests (at least for math and literacy) for units of instruction that are approximately seven to 15 periods in length.
 - There are post-tests in math for units of instruction. The data is not being used to differentiate or remediation instruction at this time.
10. The principal should establish a student leadership committee representative of the student population with the intent of using student voice to identify actions and activities for school improvement.
 - The principal has established a student leadership committee and continues to work with them on being the "voice of the school".

Watson Chapel School District – Watson Chapel High School

1. Literacy teachers should collaboratively identify struggling learners and develop interventions to address individual learning needs.
 - Collected a list of students who have been identified and participating in supplemental services.
 - Created an IMO to regularly assess the formative literacy assessment data.

2. School leadership should facilitate the assessment of all students' reading levels with a standard reading assessment instrument.
 - Students were given the STAR assessment and goals written for each student based on his/her assessment data.
3. School leadership should develop a school-wide literacy initiative with faculty and staff integrating research-based instructional strategies to support Arkansas Frameworks.
 - Vertical team meetings are occurring with the Jr. High. Agenda, minutes, and sign-in sheets have been collected for documentation.
 - An IMO has been written to regularly assess the increased growth of students enrolled in remediation and enrichment classes.
 - Second quarter yielded 17% more students who met the top AR goals and were rewarded the quarterly incentive
4. School leadership should develop a plan to monitor and assess the effectiveness of the initiative.
 - Two IMO's were created to regularly assess strategies, objectives, and content standards that are implemented within the teacher's lesson plans and in the classroom instruction.
 - External Providers have been providing trainings for teachers and monitoring lesson plan implementation.
5. Identify struggling learners and develop interventions to address individual learning needs.
 - Four IMO's are regularly assessing the students that are in danger of credit failures.
 - The counselor has created a list of senior students that are at risk based on credits and grades.
 - The high school teachers are collaborating with the junior high teachers to ensure that the students are enrolled in remediation classes.
 - Students that are enrolled in remediation classes have goals in place to be monitored.
6. School leadership, in collaboration with the external provider, should develop a process to monitor "proficient" and "advanced" students from the junior high so those students do not regress in skill level.
 - An IMO has been created to monitor instructional team meeting time to focus on reviewing data and interventions.
 - Students are attending before, after, and lunch tutoring with teachers.

7. High school math teachers, in collaboration with junior high math teachers, should identify struggling learners in math, and plan differentiated instruction to meet individual learning needs.
 - The high school teachers are collaborating with the junior high teachers to ensure that the students are enrolled in remediation classes.
 - There is analysis of why students are struggling and how to address gaps in instruction to create a stronger vertical alignment.
 - There is an analysis of what is missing from 9th grade Algebra 1 that is affecting 10th grade Geometry.

8. High school leadership should develop methods to frequently monitor individual student progress in math of the students rising from junior high that are proficient in math.
 - An IMO has been established to regularly assess the formative math assessment data.
 - Before, during and after school tutoring has been established.

9. The district leadership team should develop a vertical plan to increase student achievement in math K-12.
 - An IMO has been established to regularly assess the formative math assessment data.
 - Before, during and after school tutoring has been established.
 - The high school teachers are collaborating with the junior high teachers to ensure that the students are enrolled in enrichment classes.
 - The district instructional facilitator is developing a system of monitoring math achievement district-wide and providing detailed data reports directly to building principals.

10. The district administration should clarify co- principals' job responsibilities.
 - A meeting has occurred with the Superintendent to clarify the responsibilities of the co-principals with the ADE SIS. The Superintendent is in the process of establishing those responsibilities.

11. District and school leadership should provide training to all teachers on the process for regularly collecting and analyzing student data and planning interventions to increase student progress.
 - An IMO is in place to monitor the use of data from departmental meetings.
 - The school is working with the external providers to establish dates and topics for professional development.

12. School leadership should hold teachers accountable for meeting all job-related expectations in a timely manner.
 - IMO's have been established to monitor teacher absences, professional growth plans, and TESS track observations.

13. The school leadership team should develop and implement a plan for building and maintaining a school culture of high expectations among the entire school community.
 - Teachers are conducting parental involvement activities.
 - An IMO to address student tardies has been created.
 - The school is currently working on implementing surveys for parents, students, community, and teachers.

Covenant Keepers Charter School

1. District and building leadership should realign and clearly define the roles for the leadership team.
 - Minimal progress has been made on this recommendation.

2. District and building leadership should establish work plans for the year and specific work products to produce with prepared agendas and the maintenance of official minutes of each meeting.
 - Minimal progress has been made on this recommendation.

3. The Leadership Team should establish yearly learning goals utilizing student learning data; monitor and evaluate the school-level learning data at minimum twice per month in an effort to allow the data to drive instruction that leads to increased student achievement.
 - Minimal progress has been made on this recommendation.

4. Instructional Teams should develop a work plan for common units with pre- and post-unit assessments so that student progress could be monitored in 7 to 15 day increments.
 - Minimal progress has been made on this recommendation.

5. Instructional teams should review the data to identify re-teaching groups\ with an emphasis in planning for the next unit.
 - Minimal progress has been made on this recommendation.

6. District and building leadership should provide PD needed in order to fully engage the students in pre- and post-unit assessments. Building Leadership should then monitor the post assessments to guide support efforts.

- Minimal progress has been made on this recommendation.
7. The Leadership Team and Instructional Teams should review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).
 - Minimal progress has been made on this recommendation.
 8. Building & District administration, External Provider should:
 - Establish a means to track the progress of implementation of the curriculum.
 - Analyze the effectiveness of the curriculum on a quarterly basis based on student growth.
 - Analyze and develop a new Priority Improvement Plan or long term plan.
 - Minimal progress has been made on this recommendation.
 9. District Leadership, Building Leadership Team & Instructional Teams should:
 - Establish a focus and support plan to differentiate instruction which is specific to SWD, ELL & African American students given the minimal success that has been made with these TAGG sub-groups.
 - Minimal progress has been made on this recommendation.
 10. Meet monthly to review the progress of the school related to the ACSIP action steps. Revisions to the ACSIP would be appropriate if student level progress data is not reflecting specific and targeted support for improvement in trend data related to math and literacy for the SWD, ELL & African American populations.
 - Minimal progress has been made on this recommendation.

45-Day Action Plan for Schools in Academic Distress

District:	School:	Principal:	District SIS or External Provider:
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ADE Assigned SIS: _____

Recommendation:

Description of full implementation of the recommendation:

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<u>Obj. 1</u>						<u>Obj. 1</u> <input type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented
<u>Obj. 2</u>						<u>Obj. 2</u> <input type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented

Narrative/Description of Progress on Recommendation *[For ADE SIS to complete]*:



City Year Little Rock



NATIONAL LEADERSHIP SPONSORS



BainCapital



Deloitte.



City Year Overview



“City Year corps members’ work is individualized and everyday. It is a non-stop in-your-face approach. The corps members are eager to show the world that they can make a change, starting with this school, with these students, right here, right now.” –LRSD Teacher

City Year Little Rock Corps

- 54 diverse Corps Members serving in 6 LRSD Schools
 - Mabelvale Elementary School
 - Baseline Elementary School
 - Mabelvale Middle School
 - Cloverdale Middle School
 - J.A. Fair High School
 - McClellan High School
- 70% of Corps Members come from 20 states outside Arkansas
- Age range of 18-24 years old
- Education Completion: 70% Bachelor’s Degree, 2% Graduate Degree, 17% Associates Degree/Some College, 11% High School Graduates



“City Year has been designated a 4-star charity for eight consecutive years, placing City Year in the **top 1% of non-profits nationwide** for financial health, organizational efficiency and organizational capacity”

We have a data-driven plan:



target the highest need schools



**provide the right students
the right support at the right
time**

AS EARLY AS ELEMENTARY SCHOOL
research can predict which students will drop
out based on three early warning indicators:
Attendance, **B**ehavior and **C**ourse performance.



ABC

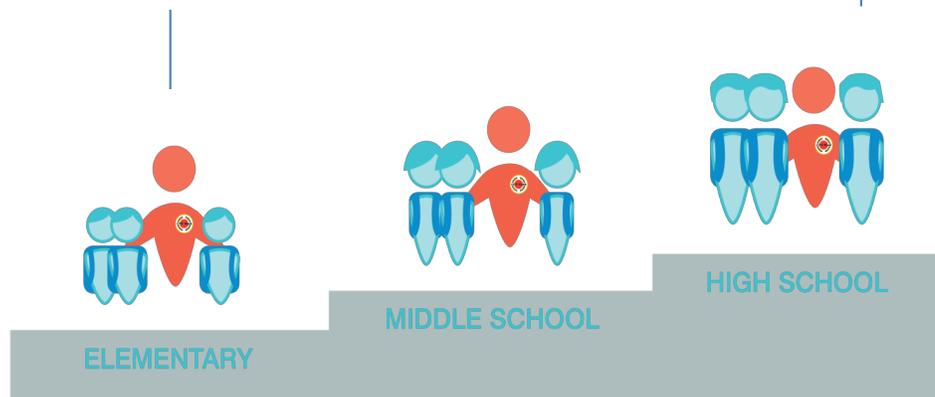
A sixth grader who's behind in just
one of the ABCs has less than a
25% chance of graduating.

Our Strategy: Build a Continuum of Support

Many things will change in a student's academic career, but City Year will always be there forging relationships built on trust and consistency as an integral part of their experience.

A student who makes it to 10th grade on track and on time is **four times more likely to graduate** than a student who falls behind.

— Johns Hopkins University study



We are providing multiple years of support so students can catch up and keep up.

Our Strategy: Address the Holistic Needs of Students



Individualized Student Supports



Family Engagement



School-Wide Climate Building



**Focusing on the
"Whole Child"**
Targeting Academic & Social-Emotional Needs



Predictive Analytics & Research Based Educational Strategies



Full Faculty Integration



Full Time Service:
Before, During & After School

Alignment of Strategic Goals



Little Rock School District: Strategic Goals

1. Ambitious goals:
 - 85 to 90 percent of all Little Rock students achieve to at least the proficiency level on state tests in reading and math
 - 50 percent or more of all minority students achieving at the advanced levels as well.
2. Research proven strategies for attaining our goals:
 - Create school schedules that enable collaborative work by Professional Learning Communities of teachers
 - Develop a comprehensive and more parsimonious battery of student assessments with a strategic mix of diagnostic, formative, benchmark and summative assessments
3. Adequate and effective funding for our schools
 - State, federal and Title I resources provide enough money to deploy all the strategies identified as essential to our students' success.
4. Recruitment and retention of a high quality staff



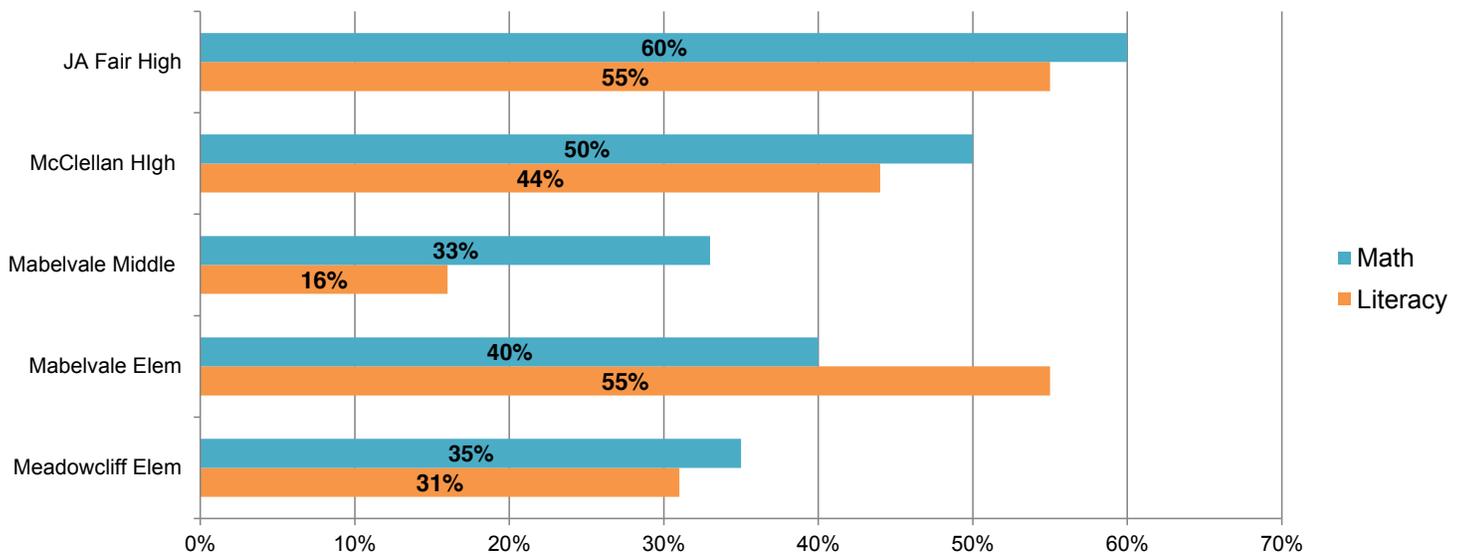
LITTLE ROCK

City Year Little Rock: Current Strategies

1. Cultivating relationships with key school and district stakeholders, prioritizing those who play a critical role in CYLR's impact fulfillment and partnership sustainability
2. Improving on-time access to quality data, and working with schools to better leverage data to inform RTI implementation and to align assessments and interventions.
3. Analyzing each school's instructional programming (e.g. literacy interventions) in order to:
 - strengthen how CYLR integrates with existing school instructional programs
 - identify third-party solutions that can be imported into schools to fill gaps

2014 Record of Impact

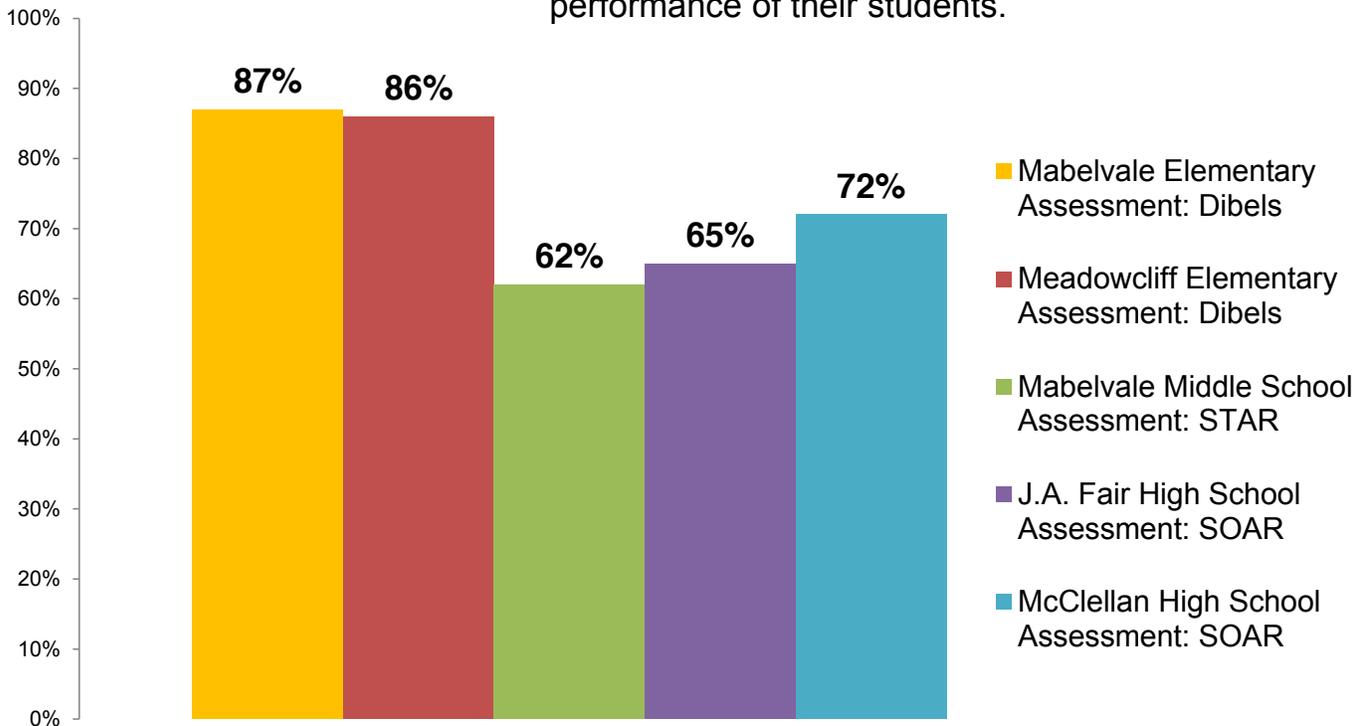
Percentage of SY 2014 City Year focus list students who grew from Basic (or below basic) to Proficient (or advanced) on end of year state standardized exams (ACTAAP) (Alg. 1 EOC) SOAR***.



***There is no end of year state standardized summative exam for 9th grade English students in the Little Rock School District. This number represents the number of students who were proficient (scored 70% or higher) on their SOAR 4 exam, which was the final standardized exam given to students in that grade level.

2014 Record of Impact – Literacy Percentage of City Year Focus List Students Who Improved on Their Assessments

96% of LRSD teachers and principals that worked with City Year Corp Members during the 2014 School Year agree that City Year Corps Members improve the overall academic performance of their students.



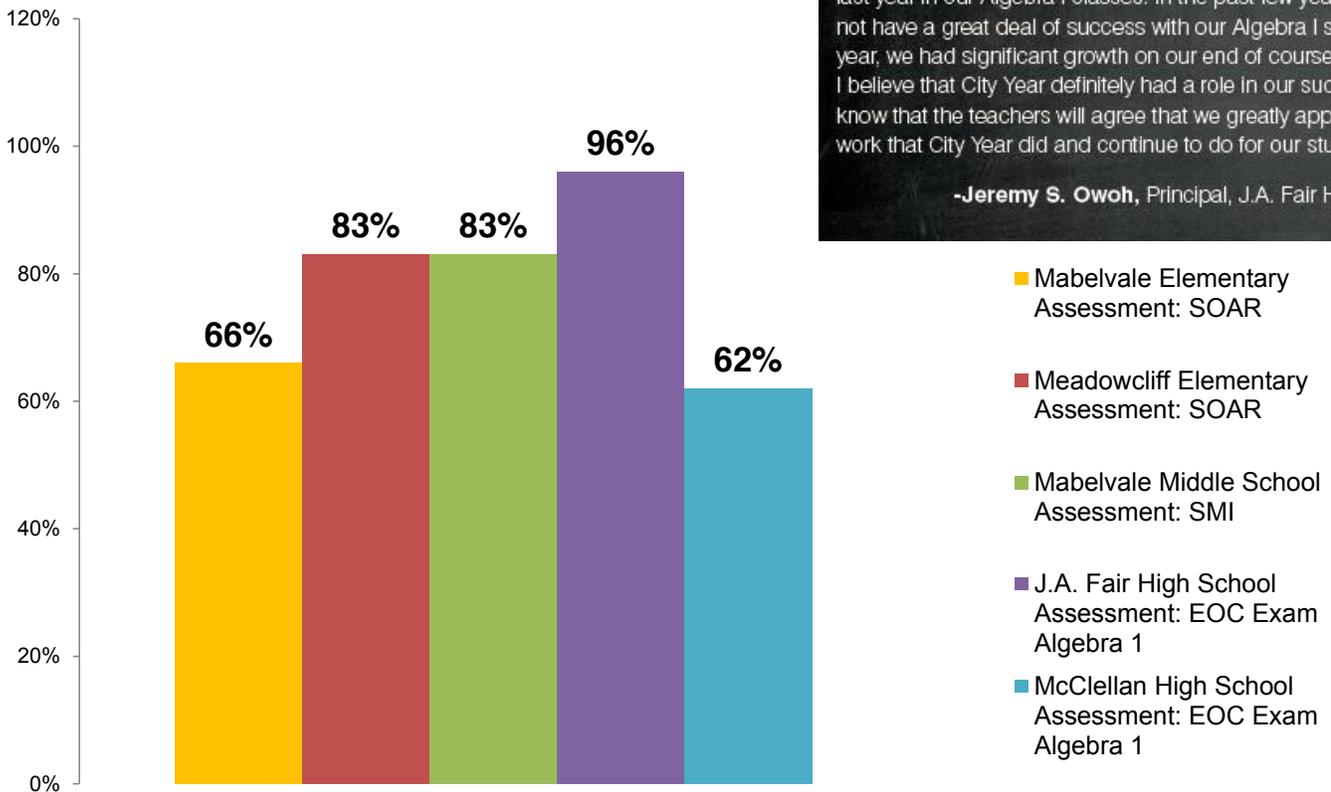
* SY2014 295 students enrolled in English Language Arts Interventions across five LRSD schools.

2014 Record of Impact – Math Percentage of Increase of City Year Focus List Students



I appreciate the diligent effort that our City Year team put forth last year in our Algebra I classes. In the past few years, we did not have a great deal of success with our Algebra I scores. Last year, we had significant growth on our end of course exams; I believe that City Year definitely had a role in our success. I know that the teachers will agree that we greatly appreciate the work that City Year did and continue to do for our students.

-Jeremy S. Owoh, Principal, J.A. Fair High School



* SY2014 230 students enrolled in math interventions across five LRSD schools.

City Year's Cost Effectiveness

As an example, each team provides:

- ➔ One-on-one and small group academic support for 100 - 200 students
- ➔ Climate activities, attendance, and behavior support for 300 - 500 students
- ➔ Before and after school programming services for 60 - 100 students
- ➔ Physical presence and full-time adult support for 300 - 500 students

Cost per Student: Targeted Intervention

	Comparison	City Year*
Academic Provider*	\$180	Whole School Whole Child Holistic Model
Climate Provider*	\$500	
After school Provider*	\$1,600	
COST PER STUDENT	\$2,280	\$333

**Benchmarked by Deloitte*

- WSWC cost based on \$10,000 price per CM in schools and 30 students per class with corps member)

Long Term Impact Strategy

City Year has a Long-Term Impact strategy to dramatically increase the number of students in school and on track to graduate.

80%

80% of students in City Year high schools will reach the 10th grade with their peers and on track to graduate

50%

We will reach 50% of the students at risk of dropping out in City Year communities

2/3

We will serve in the cities that account for 2/3 of the nation's urban dropouts



City Year will pursue the following accelerators to achieve our Long-Term Impact goal:

SYSTEMIC CHANGE



Inform how high poverty schools are designed and funded

ALUMNI



Build a human capital pipeline for the education sector

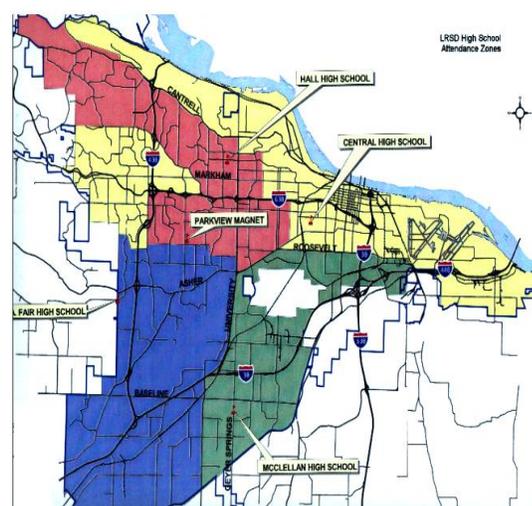
IMPACT PARTNERSHIPS



Collective impact strategies to support holistic needs of students

Our goal: Deploy to high schools that produce 50% or more of the off-track students

	% Not Proficient in ELA/Math	% Not Graduating*	% of District Likely Dropouts	2015 HS Enrollment
✓ JA Fair	58%	30%	27%	916
✓ McClellan	53%	28%	21%	906
Central	25%	10%	18%	2,489
Hall	64%	26%	29%	1,189
Parkview Magnet	24%	5%	5%	1,033



J.A. Fair and McClellan High Schools represent 30% of the district's students, 40% of those not proficient in ELA or math and 48% of the district's likely dropouts.

- % Not Graduating is based on 2013 4 Year Adjusted Cohort Graduation Rates
- Source: <https://adedata.arkansas.gov/arc/>

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Investing in our Collective Impact

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