AGENDA
STATE BOARD OF EDUCATION

June 11, 2015

Arkansas Department of Education

PCSSD Administration Building, 925 East Dixon Road, Little Rock, AR 72206

10:00 AM

Back Print

Consent Agenda

C-1 Minutes - May 5, 2015

Presenter: *Deborah Coffman*

C-2 Minutes - May 14, 2015

Presenter: *Deborah Coffman*

C-3 Minutes - May 15, 2015

Presenter: *Deborah Coffman*

C-4 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process. The information is needed to measure the effectiveness of the agency's recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the agency to compile statistical information about applicants for employment.

Presenter: *Ivy Pfeffer and Clemetta Hood*

C-5 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 4 school districts covering a total of 4 waivers. There were also requests for long-term substitutes from 11 school districts requesting a total of 11 waivers for long-term substitutes. These requests have been reviewed, approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: *Ivy Pfeffer*

C-6 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Commercial Bond Application – 2 Second Lien and 1 Voted
With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package:
Pursuant to Arkansas Code Annotated § 6-20-805 concerning the Revolving Loan Program, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district revolving loan application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than requested, or disapprove the application.
Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education.
Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.

Presenter: *Cindy Hollowell and Amy Woody*

C-7 Final Report Fiscal Year 2014-15 - Summary of Activities for the Standards Assurance Unit

This report is being submitted for compliance with A.C.A. § 6-15-102 (g) (1) and (2).

Presenter: *Johnie Walters*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-173 – Judith Ann Conway

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand and assess a $50.00 fine. Ms. Conway and her attorney were notified of the Ethics Subcommittee's recommendation on April 6, 2015. Ms. Conway did not respond to the recommendation within the required thirty (30) day time period.

Presenter: *Wayne Ruthven*

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-001 – Melissa René Grice

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order the suspension of Ms. Grice's license for one (1) year and assess a $100.00 fine. Ms. Grice and her attorney were notified of the Ethics Subcommittee's recommendation on May 8, 2015. Ms. Grice accepted the Ethics Subcommittee's recommendation on May 11, 2015.

Presenter: *Wayne Ruthven*

C-10

Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-048 – Mary Jill Davis

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order the probation of Ms. Davis' license for one (1) year and assess a $75.00 fine. Ms. Davis was notified of the Ethics Subcommittee's recommendation on March 27, 2015. Ms. Davis accepted the Ethics Subcommittee's recommendation on April 27, 2015.

Presenter: *Wayne Ruthven*

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-066 – Robin Keith Robinson

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order the revocation of Mr. Robinson's license. Mr. Robinson and his attorney were notified of the Ethics Subcommittee's recommendation on April 8, 2015. Mr. Robinson did not respond to the recommendation within the required thirty (30) day time period.

Presenter: *Wayne Ruthven*

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-070 – Tammy Kay Warren

Violation of Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand and assess a $50.00 fine. Ms. Warren was notified of the Ethics Subcommittee's recommendation on April 8, 2015. Ms. Warren accepted the Ethics Subcommittee's recommendation on April 22, 2015.

Presenter: *Wayne Ruthven*

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-073 – Casey Lanne Spradlin

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand and assess a $50.00 fine. Mr. Spradlin was notified of the Ethics Subcommittee's recommendation on April 8, 2015. Mr. Spradlin accepted the Ethics Subcommittee's recommendation on April 21, 2015.

Presenter: *Wayne Ruthven*

Action Agenda

A-1 Consideration of 2015-16 Arkansas Better Chance Renewal Grant Applications

Pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education respectfully requests approval for the renewal of the Arkansas Better Chance grants for the 2015-2016 year.

Presenter: *Mary K. McKinney*

A-2 Consideration of Report from the Special Committee on Academic Distress

On May 15, 2015, the Special Committee on Academic Distress met with the Forrest City School District.

Presenter: *Vicki Saviers, Chair*

A-3 Consideration of Report from the Special Committee for the Pulaski County Boundaries Study

On January 28, 2015, the State Board of Education established a State Board committee charged with studying the appropriate school district lines within Pulaski County, taking into account communities of interest, student demographics, facilities, and property tax base with a report due back to the State Board no later than the June 2015, regularly scheduled meeting. State Board Chairman Sam Ledbetter appointed Dr. Jay Barth as chair. Committee members include Dr. Barth, Mr. Ledbetter, Ms. Zook, and Mr. Davis.

Presenter: *Dr. Jay Barth, Chair*

A-4 Consideration of Little Rock School District Report

Presenter: *Baker Kurrus, Superintendent*

A-5 Consideration of Classification of District in Fiscal Distress - Guy-Perkins School District

Pursuant to Ark. Code Ann. §6-20-1905, the Guy-Perkins School District received notice by certified mail as being identified by the Arkansas Department of Education (ADE) for Fiscal Distress status. The identification, recommendation for classification, and any appeal would be presented at the May 14, 2015 State Board meeting. The District was informed in the March 10, 2015, identification letter that they could not incur any future debt obligations without prior written approval from ADE. On April 15, 2015, the Department received notice that the Guy-Perkins School District would appeal the fiscal distress classification. The notice was dated April 13, 2015, which was not within the 30 days allowed by law to file an appeal. Therefore, the District did not comply with Ark. Code Ann. §6-20-1905(b). The Arkansas State Board of Education voted at the May 14, 2015, meeting to table their decision on fiscal distress status for Guy-Perkins School District until the June 11, 2015 State Board meeting. The Department recommends that Guy-Perkins School District be classified as being in Fiscal Distress as of June 11, 2015.

Presenter: *Dr. Eric Saunders*

A-6 Arkansas K-12 Science Standards for Grades K-4 and 5-8

The Arkansas K-12 Science Standards for Grades K-4 and 5-8 are respectfully submitted to the Arkansas State Board of Education (SBE) for adoption. On April 10, 2014, the Arkansas SBE unanimously voted to endorse the Next Generation Science Standards (NGSS) as a basis for the development of new K-12 science standards. The endorsement authorized the Arkansas Department of Education (ADE) to develop the NGSS into standards that fit Arkansas's curriculum mandates. The Curriculum and Instruction Unit worked with 45 representatives from K-8, career education, and higher education over the past year to create the new Arkansas K-12 Science Standards for Grades K-4 and 5-8. The Arkansas K-8 Science Standards Committee dove deep into the NGSS performance expectations for Grades K–8 to map the NGSS middle school standards into Grades 6-8. The committee also added to the K-8 standards Arkansas-specific clarification statements and assessment boundaries, created grade-specific learning progressions by topic and disciplinary core idea, and wrote overviews of the content for each grade for teachers. There

are several aspects about the Arkansas K-12 Science Standards to bring to the attention of the SBE. The committee chose to keep the K-8 standards as a set of integrated life science, earth and space science, and physical science content standards like the current Arkansas K-8 science standards and to use the same format as the NGSS standards. The Arkansas K-12 Science Standards include the three-dimensional student performance expectations as written in the NGSS that incorporate the science and engineering practices, crosscutting concepts, and disciplinary core ideas from the Framework for K-12 Science Education (NAP, 2010). There are content shifts, alignment to the Common Core State Standards for English Language Arts and Math, clarification statements and assessment boundaries, and connections to other standards within each grade and across grades to guide instruction. The shifts in middle school content were necessary to align to the eighth grade content shifts of the Common Core State Standards for Mathematics. In addition to the three domains of content, K-8 engineering content is included for the first time in Arkansas science standards to support Science, Technology, Engineering, and Math (STEM) education initiatives. The Curriculum and Instruction Unit posted drafts of the K-4 and 5-8 standards for public comment from April 15 to May 15, 2015. The majority of the 134 Arkansas respondents read the standards that were of interest to them and agreed that those standards were appropriate as written. Several members of the K-8 committee met on June 4, 2015 to review the comments, questions, and concerns posted by Arkansas teachers and made recommendations for the best course of action to take in response to the field. The goal of the Arkansas K-12 Science Standards is to prepare students to know and apply science concepts to real-word situations when they graduate from high school and beyond. As this work progresses, the current Arkansas Science Curriculum Frameworks and Science Benchmark and End-of-Course Biology assessments will be in place for the 2015-2016 school year. The Arkansas K-12 Science Standards for Grades K-4 are set to be implemented in 2016 and for Grades 5-8 in 2017. The Arkansas 9-12 Science Standards Committee will begin writing new high school science courses this summer with a plan to present those to the SBE for consideration to adopt in spring of 2016. New science licensure competencies that are aligned to the new standards to support the preparation of new science teachers go into effect 2015. Professional development workshops, communication plans, new assessments, and tools to support schools in the transition continue to be developed. ADE science assessment, professional development, and curriculum and instruction specialists continue working with other states in the Council of Chief State School Officers (CCSSO) Science Assessment Item Collaborative, CCSSO Science SCASS, and NGSS Network to support the ongoing implementation of the Arkansas K-12 Science Standards. Helpful links: NGSS – www.nextgenscience.org and ADE–Arkansas K-12 Science Standards – http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/arkansas-k-12-science-standards

Presenter: *Dr. Debbie Jones*

A-7 Equitable Access to Excellent Educators Plan

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with the equitable access to excellent educators plan.

Presenter: *Ivy Pfeffer and Karli Saracini*

A-8 Consideration of Request for Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring June 30, 2015

Request Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring June 30, 2015. Pursuant to § 6-17-422 members of the PLSB serve

rotating terms. Five (5) members of the Professional Licensure Standards Board will complete their three-year terms on June 30, 2015. Nominations to fill these positions are as follows: Dr. Shelly Albritton, Associate Professor at the University of Central Arkansas, has been nominated for re-appointment by the Arkansas Professors of Educational Administration (ARPEA) to represent Educational Leadership. Dr. Greg Murry, Superintendent of Conway School District has been nominated by the Arkansas Association of Educational Administrators (AAEA) to represent Public School Superintendents. Todd Sellers, Principal at Bethel Middle School in the Bryant School District has been nominated by the Arkansas Association of Educational Administrators (AAEA) to represent Middle Level Building Administrators. Brenda Brown, Pre-K teacher at Helena-West Helena Elementary School in the Helena-West Helena School District has been re-nominated by the Arkansas Education Association (AEA) to represent Public School Classroom Teachers – Grades P-4. Dr. Mary B. Gunter, Director for the Center for Leadership and Learning at Arkansas Tech University has been nominated by the Arkansas Association of Supervision and Curriculum Development (AASCD) to represent Curriculum Programs. The terms of these members will begin on July 1, 2015 and end on June 30, 2018.

Presenter: *Ivy Pfeffer*

A-9 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 13-047; Beverly Garner-Harris

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed by law. Following an evidentiary hearing on November 21, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board order the suspension of Ms. Garner-Harris' license for three (3) years, assess a $100.00 fine, and require Ms. Garner-Harris to, by the end of the suspension period, complete professional development on ArkansasIDEAS, Number CID 1001366(11)-ASCD: Classroom Management: Building Effective Relationships, ArkansasIDEAS, Number CID 1000265(1b)-Annenberg Media: The Learning Classroom: Feelings Count, ArkansasIDEAS, Number CID 1001186(2d)-ASCD: Classroom Management: Managing Challenging Behavior, and by reading A Framework for Understanding Poverty by Ruby K. Payne, Ph.D. and providing the PLSB office with a written reflection on the book and its impact on her teaching practices. Ms. Garner-Harris made a timely request for State Board review. Ms. Garner-Harris has filed written objections and the PLSB has filed its response. Ms. Garner-Harris is represented by attorney Clayton Blackstock.

Presenter: *Jennifer Liwo*

A-10 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. T13-015B; Simone S. Vaughn

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Following an evidentiary hearing on January 9, 2015, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board suspend Ms. Vaughn's license for two (2) years and assess a $100.00 fine. Ms. Vaughn made a timely request for State Board review. Ms. Vaughn has filed written objections and briefs. The PLSB has filed its response Ms. Vaughn is represented by attorney John L. Burnett.

Presenter: *Jennifer Liwo*

A-11 Consideration of Barton-Lexa School District – Appeal of Probationary Status Not teaching required 38 Units for the 2014-15 school year

Barton-Lexa High School was in violation of Standards Rules 9.03.4.2 (Physics – 1 unit). The district had no students enrolled in Physics during the 2014-15 school year. The district is requesting Accredited-probationary status not be upheld and a status of Accredited-cited be applied to Barton-Lexa HS.

Presenter: *Johnie Walters*

A-12 Consideration of Earle School District - Appeal of Probationary Status-Teacher Not Certified for the 2014-15 School Year

The district employed a Teach for America teacher who was unable to secure necessary licensure to be qualified to teach the courses to which they were assigned. The district is requesting Accredited-probationary status not be upheld and a status of Accredited be applied to Earle Elementary School.

Presenter: *Johnie Walters*

A-13 Consideration of England School District - Appeal of Probationary Status-Not Teaching Required 38 units for the 2014-15 School Year

England School District requests a waiver form Standards Rule 9.03.4.1 (Drama - 1/2 unit) and 9.03.4.2 (Physics - 1 unit). The district did not provide a Dram (1/2 unit) course in their 2014-15 schedule. The district had two (2) students enrolled in Physics until the end of the first semester when they dropped the course. The district is requesting Accredited-probationary status not be upheld and a status of Accredited-cited be applied to England High School.

Presenter: *Johnie Walters*

A-14 Consideration of Mountain Pine School District - Appeal of Probationary Status-Not Teaching Required 38 units for the 2014-15 School Year

Mountain Pine High School was in violation of Standards Rules 9.03.4.2 (Physics - 1 Unit). The district had two (2) students enrolled in Physics but the students dropped the course during the first two weeks of the fall semester. No other students enrolled. The district is requesting Accredited-probationary status not be upheld and stays of Accredited by applied to Mountain Pine High School.

Presenter: *Johnie Walters*

A-15 Consideration of West Side School District (Cleburne Co.)- Appeal of Probationary Status-Not Teaching Required 38 units for the 2014-15 School Year

West Side High School was in violation of Standards Rule 9.03.4.1 (Journalism - 1 unit). the district states that one student was enrolled in Journalism during the fall semester but the student dropped the class (see explanation in attached appeal letter). The district is requesting Accredited-probationary status not be upheld and a status of Accredited-Cited be applied to West Side High School.

Presenter: *Johnie Walters*

A-16 Consideration of White County Central School District - Appeal of Probationary Status-Not Teaching Required 38 units for the 2014-15 School Year

White County Central High School was in violation of Standards Rules 9.03.4.1 (Journalism - 1 unit). The district had no student enrolled in Journalism during the 2014-15 school year. The district is requesting Accredited-probationary status not be upheld and a status of Accredited by applied to White County Central High School.

Presenter: *Johnie Walters*

A-17 Consideration of Final Accreditation Report Fiscal Year 2014-15 - Summary of Accreditation for Arkansas Public Schools and School Districts

This report is being submitted for compliance with A.C.A. § 6-15-102 (g) (1) and (2).

Presenter: *Johnie Walters*

A-18 Consideration of Awarding Waiver Days for Inclement Weather 2014-2015

School Districts may request a waiver of instructional days due to inclement weather. The Ashdown School District requests a waiver of four instructional days.

Presenter: *Johnie Walters*

A-19 Hearing for Open-Enrollment Public Charter School: Covenant Keepers College Preparatory Charter School

On April 15, 2015, the Charter Authorizing Panel met and made the decision to take no action after reviewing the processes and procedures that Covenant Keepers College Preparatory Charter School is employing to improve its academic standing. On May 14, 2015, the State Board voted to review the decision made by the Charter Authorizing Panel. The State Board will conduct a full hearing to consider the possibility of acting on the Covenant Keepers open-enrollment charter pursuant to Ark. Code Ann. § 6-23-105. The possible actions allowed by the statute include the State Board placing the school on probation, modifying the open-enrollment charter, and revoking the charter.

Presenter: *Mary Perry*

A-20 Consideration of ESEA Flexibility Waiver IMO Reports for Priority Schools 3rd Quarter of 2014-15 school year

34 schools continue to be identified in ESEA Flexibility Waiver status as Priority. Of the 34 schools in Priority status, 22 schools are also identified as in Academic Distress through the State Accountability System. The ESEA Flexibility Waiver identified that schools in Priority status, in collaboration with district leadership, would develop Improvement Plans targeting the four turnaround principles of: 1) Teacher and Leadership Practices; 2) Student Progress and Achievement; 3) Student Safety and Discipline; and 4) Parent and Community Engagement. Within the improvement plans, school leadership was to identify interim measurable objectives in order to monitor quarterly progress. Attached are the 3rd quarter summary reports for State Board review.

Presenter: *Dr. Richard Wilde and Elbert Harvey*

A-21 Consideration for Emergency Adoption: 2015 District Conversion Charter School Application

The State Board approved the 2015 District Conversion Charter School Application for emergency adoption on May 14, 2015. Included in the application was a due date for the applications of July 28, 2015. Department staff respectfully requests the State Board give approval to a new application that includes the

changes from the previously adopted emergency application and changes the due date to September 9, 2015.

Presenter: *Kendra Clay*

A-22 Consideration for Emergency Adoption: Repeal of 2015 District Conversion Charter School Application

The State Board approved the 2015 District Conversion Charter School Application for emergency adoption on May 14, 2015. Included in the application was a due date for the applications of July 28, 2015. In order to implement the new requested due date of September 9, 2015, Department staff respectfully requests the State Board repeal the emergency adoption of the 2015 District Conversion Charter School Application that was effective on May 15, 2015.

Presenter: *Kendra Clay*

A-23 Consideration for Final Approval: ADE Rules Governing the Public School Choice Act of 2015

Act 560 of 2015 revised Arkansas laws pertaining to the Public School Choice Act of 2013. The State Board released these rules for public comment on April 9, 2015. A public hearing was held on April 28, 2015. The public comment period expired on May 18, 2015. Written comments were received during the public comment period. Typographical revisions were made to the rules. Arkansas Department of Education staff respectfully requests that the State Board of Education give final approval to these rules pending approval by the Governor's Office and Legislative Council review.

Presenter: *Jennifer Davis*

A-24 Election of Officers for State Board of Education for 2015-2016

In accordance with the Board Operating Guidelines, Chairman Ledbetter selected a nominating committee. Members included Ms. Saviers, Mr. Black, and Dr. Barth. The Nominating Committee reported their recommended slate of officers May 14, 2015. Nominations included: Chairman: Toyce Newton; Vice-Chairman: Mireya Reith. The election shall take place by voice vote at the June meeting. The outgoing Chair shall serve through the conclusion of the meeting, at which time the newly elected Chair shall take office.

Presenter: *Nominating Committee - Ms. Saviers, Mr. Black, and Dr. Barth*

Minutes
State Board of Education Meeting
Tuesday, May 5, 2015

The State Board of Education met Tuesday, May 5, 2015, in Room 303-B of the Department of Education Building. Chairman Sam Ledbetter called the meeting to order at 2:02 p.m.

Present: Sam Ledbetter, Chairman; Toyce Newton, Vice-Chair; Alice Mahony; Diane Zook; Vicki Saviers; Dr. Jay Barth; Jonathan Crossley, Teacher of the Year; and Johnny Key, Commissioner.

Present via phone: Mireya Reith and Kim Davis

Absent: Joe Black

Action Agenda

Consideration of Arkansas Department of Education Recommendation Pursuant to Ark. Code Ann. § 6-15-430 regarding the Administration of the Little Rock School District

On July 10, 2014, the State Board of Education classified six schools within the Little Rock School District as being in academic distress. On January 28, 2015, the State Board of Education voted to assume authority over the Little Rock School District. Pursuant to Ark. Code Ann. § 6-15-430, the Arkansas Department of Education recommends that the State Board of Education waive the application of certain Arkansas laws and corresponding State Board of Education rules regarding the administration of the Little Rock School District.

Commissioner Johnny Key said Arkansas Code Annotated, Section 6-15-430 allowed the State Board of Education to waive the application of Arkansas law or corresponding State Board of Education rules. He said he had been engaged in a search for a new administrator for the Little Rock School District and would like to hire an individual from the Little Rock community who has extensive, relevant experience in the Little Rock community and the Little Rock School District. Mr. Key said he would like to hire someone who is a proven leader and who will engage with the Little Rock community in a collaborative way to improve education in the six academically-distressed schools and the district as a whole.

Commissioner Key requested that the Board grant flexibility allowed in law under Arkansas Code Annotated, Section 6-15-430 to waive any educator licensure, administrator licensure, and experience required by Arkansas law and corresponding State Board of Education rules relating to the qualifications of

superintendents so that he can hire an individual to administer and supervise the Little Rock School District, even though that individual may not have an educator's license or an administrator's license.

Commissioner Key's request for this waiver included, without limitation, a waiver of all statutory and regulatory requirements related to educator and administrator licensure and experience, including the Rules Governing Educator Licensure, the Standards for Accreditation, and Rules Governing the Superintendent Mentoring Program. He said this waiver request was specific to the position of superintendent. He said he was seeking to hire Mr. Baker Kurrus of Little Rock. He said he would ask Mr. Kurrus to serve in this role until the district is returned to local control.

Mr. Jeremy Lasiter said this waiver was for a period of time confined to academic distress identification.

Mr. Kurrus said he does have a work plan in mind. He said his role is to facilitate the community's involvement. He said he will be asking questions and listening. He said the LRSD Civic Advisory Committee needed to be the eyes and ears of the district. He said this is a community problem that will need to be solved by the community. He said morale in the district is at a 25-year low. He said his focus is motivating and energizing the adults and students to do the hard work in this district.

The Board discussed the intent of the LRSD Civic Advisory Committee. Board Members clarified the LRSD Civic Advisory Committee does not have the same role as the Community Advisory Board as noted in Code for the second year under state authority.

Ms. Newton moved to approve Commissioner Key's request for a waiver. Specifically, Ms. Newton moved that the Board exercise its authority under Arkansas Code Annotated, Section 6-15-430 to waive any educator licensure, administrator licensure, and experience requirements in Arkansas law and corresponding State Board of Education rules pertaining to the position of superintendent. This motion included, without limitation, a waiver of all statutory and regulatory requirements related to educator and administrator licensure and experience for the position of superintendent, including the Rules Governing Educator Licensure, the Standards for Accreditation, and Rules Governing the Superintendent Mentoring Program. The specific intent of this motion is to waive the operation of any and all laws and administrative rules that would require a superintendent of the Little Rock School District to hold a teaching license, administrator's license, or to hold certain educational or experience requirements, and to allow the Commissioner of Education to appoint, employ, and compensate an individual to administer the Little Rock School District who may not hold an educator's license or an administrator's license. The motion was seconded by Ms. Saviers.

Substitute motion: Ms. Mahony made a substitute motion to include Ms. Newton's motion plus reinstate the LRSD Board, as the membership existed January 22, 2015, as a working partner with Mr. Kurrus. Ms. Reith seconded the motion. Ms. Zook, Ms. Saviers, Ms. Newton, Dr. Barth, and Mr. Davis voted no. The final vote was 2-5. The substitute motion failed.

Dr. Barth made the motion to add the following two amendments to Ms. Newton's motion: the waiver applies to this hire only and the LRSD leadership team must contain a member with a superintendent's license. The amended motion was approved by Ms. Newton and Ms. Saviers. The amended motion carried unanimously.

Adjournment

The meeting adjourned at 2:54 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Meeting
Thursday, May 14, 2015

The State Board of Education met Thursday, May 14, 2015, in the Pulaski County Special School District Administration Building. Vice-Chairman Toyce Newton called the meeting to order at 10:00 a.m.

Present: Toyce Newton, Vice-Chair; Diane Zook; Joe Black; Dr. Jay Barth; Mireya Reith; Vicki Saviers; Kim Davis; Jonathan Crossley, Teacher of the Year; and Johnny Key, Commissioner.

Absent: Sam Ledbetter, Chairman and Alice Mahony

Work Session

Nomination Committee

The Nomination Committee, Vicki Saviers; Dr. Jay Barth; and Joe Black, met at 9:30 a.m. to consider recommendations for Chair and Vice Chair of the State Board of Education. The Committee shall secure the consent of its nominees to serve and report to the Board at the May meeting. Nominations from the floor shall be allowed. The election shall take place by voice vote at the June meeting. The outgoing Chair shall serve through the conclusion of the meeting, at which time the newly elected Chair shall take office.

Consent Agenda

Dr. Barth requested to pull Consent Item 5: Progress Report on the Status of Districts Classified in Fiscal Distress.

Ms. Zook requested to pull Consent Item 4: Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309.

Mr. Davis moved, seconded by Ms. Reith, to approve the consent agenda less C-4 and C-5. The motion carried unanimously.

The Board discussed the two consent items with ADE Assistant Commissioners.

Dr. Barth moved, seconded by Ms. Reith, to approve the consent agenda item C-4. The motion carried unanimously.

Ms. Zook moved, seconded by Mr. Davis, to approve the consent agenda item C-5. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - April 9, 2015
- Minutes - April 10, 2015
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Progress Report on the Status of Districts Classified in Fiscal Distress
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-165 - William E. Crotts, Jr.
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-044 – Larry D. Walters
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T13-015A – Claudia M. Garrigus

Action Agenda

Consideration of Approval as Final Rule – Department of Education Rules Governing Educator Mentoring Programs

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said on February 12, 2014, the State Board approved, for public comment, proposed Rules Governing Educator Mentoring Programs. She said the Department received and considered public comment and had made some changes to the rules. She said public and private school personnel would be able to take advantage of mentoring programs.

Ms. Saviers moved, seconded by Mr. Davis, to approve the Department of Education Rules Governing Educator Mentoring Programs. The motion carried unanimously.

Consideration of Approval as Final Rule – Department of Education Rules Governing Educator Licensure

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said on February 12, 2014, the State Board approved, for public comment, proposed Rules Governing Educator Licensure. She said the Department received and considered public comment and had made some changes to the rules.

Dr. Barth requested that the rules define “equity plan” as it is referenced in the rules.

Dr. Barth moved, seconded by Ms. Saviers, to approve Department of Education Rules Governing Educator Licensure with changes to define “equity plan”. The motion carried unanimously.

Consideration of Approval as Final Rule – Repeal of Department of Education Rules Governing Nontraditional Licensure

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said on July 10, 2014, the State Board approved, for public comment, the repeal of the Rules Governing Nontraditional Licensure as the provisions of the rule are incorporated into the Rules Governing Educator Licensure (approved for public comment on February 12, 2015). She said no public comment was received.

Ms. Saviers moved, seconded by Ms. Reith, to repeal the Department of Education Rules Governing Nontraditional Licensure. The motion carried unanimously.

Consideration of Approval as Final Rule – Repeal of Department of Education Rules Governing the Lifetime Teaching License

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said on July 10, 2014, the State Board approved, for public comment, the repeal of the Rules Governing the Lifetime Teaching License as the provisions of the rule are incorporated into the Rules Governing Educator Licensure (approved for public comment on February 12, 2015). She said no public comment was received.

Dr. Barth moved, seconded by Ms. Zook, to repeal the Department of Education Rules Governing the Lifetime Teaching License. The motion carried unanimously.

Consideration for Report on ABCTE as an Accelerated Teaching Program

Assistant Commissioner for Human Resources, Licensure and Educator Effectiveness Ms. Ivy Pfeffer said she would work with ABCTE to discuss licensure issues.

Mr. Black moved, seconded by Ms. Reith, to approve the report on ABCTE as an Accelerated Teaching Program. The motion carried unanimously.

Consider Recommendation of New Praxis Computer Science 4-12 Test

Director of Educator Licensure Ms. Karli Saracini said to address a new Arkansas educator licensure area in Computer Science 4-12, Educational Testing Service (ETS) facilitated a multi-state standard setting study on April 27 and 28, 2015, on the new Praxis™ Computer Science (5651). She said the purpose of the standard setting study was to support the decision-making process for the Department to establish a passing score (cut score) for the new computer science test. She said two Arkansas computer science specialists will serve on the study panel. She said within a week after the study, ETS would provide a recommended cut score for the Department, the PLSB, and the State Board of Education to adjudicate. She said the ADE recommended adopting the Praxis™ Computer Science (5651) test with the recommended cut score of 171 effective immediately. She said the first testing window would be June 15-26, 2015.

Ms. Saracini said there would be two options to become licensed. A licensed teacher may take the test and, if the teacher exceeds the cut score, then the teacher may receive a license. A licensed teacher may take courses and then the test to receive a license. The second option is for a nontraditional licensure pathway.

Ms. Zook moved, seconded by Dr. Barth, to approve the Praxis Computer Science 4-12 Test with a cut score of 171. The motion carried unanimously.

Consideration for an Addendum to the North Little Rock School District ABC Program

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said the North Little Rock School District established a classroom within the Amboy Elementary School to accommodate the children who may have needed services because of the closing of the ABC Preparatory Academy. She said these details were presented and approved during the January 2015 State Board of Education meeting. She said the North Little Rock District was approved for $2,741,040.00 during the June 2014 State Board Meeting. She said the new grant award amount would be $2,784,920.00.

Ms. Saviers moved, seconded by Ms. Reith, to approve the addendum to the North Little Rock School District ABC Program. The motion carried unanimously.

Consideration of Little Rock School District Progress Report

Little Rock School District Superintendent Mr. Baker Kurrus said he had assessed the organization during his first week on the job. He said the issues are communications, failure to operate toward a structured organization,

bottlenecks, lack of delegation of authority, low morale and lack of peer respect, and budget issues. These issues have translated into school failures. He said curriculum and instruction has not been integrated into teaching and learning. He said the lack of communication has resulted in surprises as exampled by the recent concerns at the Rockefeller School community. He said the decision-making should be made by the people who will be implementing the work. He said the draft plan for Baseline Elementary is a continuous improvement plan. He said he would hire a new principal and challenge the staff to work together to revise the plan. He said the district would provide the support needed to ensure progress. Mr. Kurrus said the work must be community based. He said he is reaching out for assistance.

Ms. Reith said she is encouraged by the work in the community and the continuous improvement plans being worked at the school level. She encouraged open honest conversation between teachers and administrators.

Mr. Davis said he appreciated Mr. Kurrus being in the field. He recommended a sustainable communication plan.

Mr. Kurrus said the culture has stifled innovation and hard work. He expects the staff to be energetic and focused. He said the district has good people who need to work collaboratively.

Commissioner Key thanked Mr. Kurrus for his work.

Dr. Barth moved, seconded by Ms. Zook, to approve the Little Rock School District Progress Report. The motion carried unanimously.

Proposed Charge for the LRSD Civic Advisory Committee

Ms. Saviers moved, seconded by Mr. Davis, to place the Proposed Charge for the LRSD Civic Advisory Committee on the action agenda.

Dr. Barth submitted a proposed charge for the LRSD Civic Advisory Committee. The Board made a few revisions and submitted the following document to the Little Rock School District:

Charge for the LRSD Civic Advisory Committee

At its special meeting on 28 January 2015, the State Board of Education (SBE) established a "formal body of parents, students, community and business leaders, reflective of the Little Rock community and philanthropic organizations [to] serve as a Civic Advisory Committee to aid in improving the performance of students in all schools." After that meeting, the Civic Advisory Committee (CAC) was populated through appointments by area legislators for zone positions and community and philanthropic organization positions and by school leaders for

faculty and student positions from the six academically distressed schools in the district.

The SBE sees the CAC as a group to foster lay leadership as the LRSD prepares for its ultimate return to local control, to facilitate effective communication among the stakeholders in the community, and to aide the LRSD and ADE leadership in making community-based decisions with promise to move LRSD in a positive direction in terms of academic achievement.

If the LRSD remains under state control, a Community Advisory Board will be established in the second year of state takeover in accordance with Ark. Code Ann. § 6-15-430; the Community Advisory Board will have those powers laid out in statute. Until the time of its sunset with the appointment of a Community Advisory Board, the CAC shall operate with the following responsibilities:

1) To more effectively carry out its work and to prepare a cadre of lay leaders for the LRSD moving into the future, the CAC members shall engage in study of the forces that led to the current academic achievement challenges facing the district and the most promising practices for turning around those most academically distressed schools in the LRSD.

2) The CAC shall serve as a sounding board for the LRSD/ADE leadership as they consider strategies for moving the LRSD in a positive direction in terms of academic achievement.

3) The CAC shall advise the ADE and LRSD on how best to communicate with parents and patrons of the district about plans being developed for the operation of the school district and, as appropriate, shall itself serve as a communication vehicle between the ADE/LRSD and the public.

4) The CAC shall work to foster partnerships between parents, teachers, community groups (civic and business), reflective of the diversity of the district, and the LRSD in bringing to fruition programs that have particular promise for promoting academic achievement.

As appropriate, the Civic Advisory Committee may break itself into committees or working groups to more efficiently and effectively carry out its work.

At present, the leadership of the CAC is unclear. No later than June 1, the chair of the State Board of Education, the ADE Commissioner, and the Superintendent of the LRSD shall identify an individual—either a current member of the CAC or another individual—to serve as liaison between the CAC and the SBE, ADE, and LRSD. In addition, that person shall chair meetings of the CAC and report regularly to the SBE.

Dr. Barth moved, seconded by Ms. Reith, to approve the Charge for the LRSD

Civic Advisory Committee. The motion carried unanimously.

Consideration of Petition for Alteration of Education Service Cooperative Boundaries

Department Deputy General Counsel Mrs. Lori Freno said the Fordyce School District requested the State Board consider Fordyce's decision to change cooperative membership from the Dawson Education Service Cooperative (Arkadelphia) to the South Central Education Service Cooperative (Camden). She said this request would facilitate the alteration of cooperative boundaries as outlined in A.C.A. §6-13-1003 and §6-13-1005.

Ms. Zook moved, seconded by Mr. Davis, to approve the alteration of Education Service Cooperative Boundaries. The motion carried unanimously.

Classification of District in Fiscal Distress - Guy Perkins

Assistant Commissioner for Fiscal and Administrative Services Dr. Eric Saunders said pursuant to Ark. Code Ann. §6-20-1905, the Guy-Perkins School District received notice by certified mail as being identified by the Arkansas Department of Education for Fiscal Distress status. He said the District was informed in the March 10, 2015 identification letter that they could not incur any future debt obligations without prior written approval from ADE. He said on April 15, 2015, the Department received notice that the Guy-Perkins School District would appeal the fiscal distress classification. The notice was dated April 13, 2015, which was not within the 30 days allowed by law to file an appeal. Therefore, the District did not comply with Ark. Code Ann. §6-20-1905(b). Dr. Saunders recommended the Guy-Perkins School District be classified as being in Fiscal Distress as of May 14, 2015.

Guy-Perkins School District Superintendent Mr. Brian Cossey said he has reworked the budget and expected to end the year with approximately a half million dollars in unrestricted funds. He expressed concerns that a change in ADE staff had impaired the District's progress.

Dr. Saunders said until the district closed the books the final balance was unknown. He provided examples of the Department's concerns including expected expenditures and tax collection.

Ms. Reith moved, seconded by Ms. Saviers, to suspend the late filing and consider the appeal. Dr. Barth and Mr. Davis voted no. The final vote was 4-2. The motion carried.

Ms. Reith moved, seconded by Ms. Saviers, to table the action until the June

State Board meeting. The motion carried unanimously.

Classification of Districts in Fiscal Distress - Maynard

Assistant Commissioner for Fiscal and Administrative Services Dr. Eric Saunders said pursuant to Ark. Code Ann. §6-20-1905, the Maynard School District received notice by certified notice mail as being identified by the Arkansas Department of Education for Fiscal Distress status. He said the District was informed in the March 10, 2015, identification letter that they could not incur any future debt obligations without prior written approval from ADE. He said on April 9, 2015, the Maynard School District filed a letter of appeal.

Maynard School District Board President Mr. Steve Bounds said the Board made some decisions that may have affected the fiscal status of the district. He said the Board waited to make drastic cuts. He said recently, the district passed a millage for a building project. He said the Board had recently made staffing changes that will save the district approximately $250,000.00.

Maynard School District Superintendent Ms. Patricia Rawlings said cuts have been made and she expected to have an increased balance.

Dr. Saunders said due to declining enrollment the district would receive less funding next fiscal year.

Dr. Barth moved, seconded by Ms. Saviers, to classify the Maynard School District in Fiscal Distress. The motion carried unanimously.

A-12 Review of Charter Authorizing Panel Action on Open-Enrollment Public Charter School: Covenant Keepers College Preparatory

Office of Educational Options Director Ms. Cindy Hogue said on April 15, 2015, the Charter Authorizing Panel considered the possibility of acting on the Covenant Keepers open-enrollment charter pursuant to Ark. Code Ann. 6-23-105, regarding an alleged failure to meet academic performance criteria deemed appropriate and relevant for the public charter school by the authorizer. She said by a vote of 3 to 1 the Charter Authorizing Panel decided to take no action.

Assistant Commissioner Dr. Eric Saunders said the progress of the charter school was below expectation.

Assistant Commissioner Dr. Debbie Jones said the charter school served high-need, highly mobile, high percentage of free and reduced lunch students.

Covenant Keepers Head of School Ms. Valerie Tatum said the charter school

had improving scores before the issue with the high school. The charter closed the high school and was trying to rebuild. She said the Latino students may be moving between countries. She said other students are displaced and therefore move to another school or district.

Assistant Commissioner Ms. Annette Barnes said the school improvement team was encouraged by the progress of the charter school.

Ms. Saviers moved, seconded by Dr. Barth, to review the Charter Authorizing Panel action on Open-Enrollment Public Charter School for the Covenant Keepers College Preparatory. The motion carried unanimously.

Consideration for Emergency Adoption: 2015 Open Enrollment Charter School Application

Department Staff Attorney Ms. Kendra Clay said the 2015 Open Enrollment Charter School Application included additional prompts suggested by the Charter Authorizing Panel and updated the submission deadline for the 2015 application cycle.

Dr. Barth moved, seconded by Mr. Davis, to approve the 2015 Open Enrollment Charter School Application for emergency adoption. The motion carried unanimously.

Consideration for Public Comment: 2015 Open Enrollment Charter School Application

Department Staff Attorney Ms. Kendra Clay said the 2015 Open Enrollment Charter School Application included additional prompts suggested by the Charter Authorizing Panel and updated the submission deadline for the 2015 application cycle.

Dr. Barth moved, seconded by Ms. Zook, to approve the 2015 Open Enrollment Charter School Application for public comment. The motion carried unanimously.

Consideration for Emergency Adoption: 2015 District Conversion Charter School Application

Department Staff Attorney Ms. Kendra Clay said the 2015 District Conversion Charter School Application included additional prompts suggested by the Charter Authorizing Panel and updated the submission deadline for the 2015 application cycle.

Ms. Reith moved, seconded by Dr. Barth, to approve the 2015 District Conversion Charter School Application for emergency adoption. The motion carried unanimously.

Consideration for Public Comment: 2015 District Conversion Charter School Application

Department Staff Attorney Ms. Kendra Clay said the 2015 District Conversion Charter School Application included additional prompts suggested by the Charter Authorizing Panel and updated the submission deadline for the 2015 application cycle.

Ms. Reith moved, seconded by Ms. Saviers, to approve the 2015 District Conversion Charter School Application for public comment. The motion carried unanimously.

State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 13-047; Beverly Garner-Harris

Item was pulled from the agenda at the request of Ms. Beverly Garner Harris.

Consideration of Waiver Request for Teaching License – Rayleun Rideout

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said Mr. Rayleun Rideout is a licensed educator. She said on January 13, 2015, the Department advised Mr. Rideout that the Department would seek revocation of his teaching license based on a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410(c). She said Mr. Rideout has requested a waiver of the disqualifying offense. She said Mr. Rideout does have a true finding and is on the child maltreatment registry.

Attorney Mr. James Phillips requested a waiver for Mr. Rideout. He said the true finding was related to Mr. Rideout's discipline of his child at home. He said police investigated the incident but filed no criminal charges. He said a safety plan was implemented by DHS so the family could remain in the home.

Attorney James Phillips said the incident occurred at the home while Mr. Rideout was disciplining his child.

Mr. Rayleun Rideout said the incident occurred in May 2014.

Mrs. Tabitha Rideout said her husband is a man of integrity. She said the family had been compliant with all requests.

Mr. Davis moved, seconded by Ms. Zook, to approve the waiver of the disqualifying offense with a two-year probation of Mr. Rideout's license, with no disqualifying offenses during that two-year period for Mr. Rayleun Rideout. The motion carried unanimously.

Hearing on Licensure Action – Leon Harris, Jr.

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said Mr. Leon Harris, Jr. is seeking licensure by reciprocity. She said in 2004, the State Board permanently revoked a provisional license issued to Mr. Harris. Mr. Harris filed a motion asking the State Board to rescind that decision on the grounds that he was denied due process in 2004.

Attorney Cody Kees said Mr. Harris received a standard teaching license from Montana. Mr. Harris received an Arkansas license through reciprocity. Montana rescinded his license due to a procedural error. Because of reciprocity, the State Board revoked Mr. Harris' license in 2004. He said Mr. Harris has a standard teaching license in Nevada.

Ms. Reinhart recommended the Board rescind the previous decision. She said Mr. Harris could apply for an Arkansas license through reciprocity with Nevada.

Mr. Leon Harris, Jr. said he is applying now because he misses working with students.

Ms. Saviers moved, seconded by Mr. Davis, to rescind the revocation of license for Leon Harris, Jr. The motion carried unanimously.

Consideration for Final Approval: Proposed Revision of the Arkansas Department of Education Standards for Educational Interpreters and Transliterators

Ms. Courtney Salas-Ford, attorney for the Special Education Unit, said the ADE Standards for Educational Interpreters and Transliterators were revised to reflect changes in licensure for interpreters of the hearing impaired as required by Arkansas Code Annotated § 20-14-801 et seq. (Act 1314 of 2013). The State Board released these standards for public comment on April 9, 2015. A public hearing was held on April 28, 2015. The public comment period expired on May 13, 2015. No comments were received during the public comment period. Department staff respectfully requests the State Board approve the proposed standards pending Legislative Council review.

Ms. Zook moved, seconded by Mr. Davis, to approve the revision of the

Arkansas Department of Education Standards for Educational Interpreters and Transliterators. The motion carried unanimously.

Consideration of Nomination Committee Report

Ms. Saviers said the nomination committee recommended Ms. Toyce Newton for Chair and Ms. Mireya Reith for Vice-Chair. She said the election shall take place by voice vote at the June meeting.

Mr. Black moved, seconded by Dr. Barth, to approve the nominations. The motion carried unanimously.

Adjournment

The meeting adjourned at 2:37 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Special Committee on Academic Distress Meeting
Friday, May 15, 2015

The State Board of Education Special Committee on Academic Distress met Friday, May 15, 2015, in the Pulaski County Special School District Administration Building. Chairman Vicki Saviers called the meeting to order at 11:27 a.m.

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

Absent: Sam Ledbetter

Reports

Chair's Report

No report.

Consent Agenda

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

Items included in the Consent Agenda:

- Minutes - March 12, 2015

Action Agenda

Consideration of Progress - Lincoln Academy of Excellence, Forrest City Junior High and Forrest City High School

Forrest City School District Superintendent Dr. Tiffany Hardrick said many of the findings from the academic distress team were aligned with the findings from her assessment of the schools. She said the district did not have a curriculum or interim assessments. The district has adopted curriculum and interim assessment for K-12. She said the teachers have worked on response to intervention. She said the district was working on improving the climate and culture. She said leadership is an action, and the professional development has been designed to support all educators. Dr. Hardrick said the school board has been very supportive of the urgency and innovation. She said the district made some reconfigurations to better meet the needs of students.

School Improvement Program Manager Dr. Richard Wilde said the ADE team conducted an onsite visit to examine validity of the school improvement specialists' weekly reports and the capacity of the Forrest City leadership team to implement the improvement plan and achieve measurable results. He said the district is hiring appropriate staff, the school board has a sense of urgency, and the district is supporting teacher leadership. The ADE encouraged the district to monitor if the taught curriculum is aligned to the written curriculum. He said the interim assessments are showing student progress. He said stability of leadership is key to sustainability.

School Improvement Specialist Mr. Zrano Bowles said the district has made noticeable improvements.

School Improvement Specialist Ms. Janie Hickman said the district and schools have been diligent about meeting the expectations of the 45-day plans.

Public School Accountability Coordinator Mr. Elbert Harvey said the ADE is transitioning tools for districts. He said the IMO report would become the 45-day plan. He said the Indistar system would become the ACSIP tool.

Forrest City School Board President Mr. Joey Astin said the school board is supportive of Dr. Hardrick's leadership. He said his daughter is in the right school.

The committee members expressed their support for the collaboration between the school board and the district leadership.

Adjournment

The meeting adjourned at 12:07 p.m.

Minutes recorded by Deborah Coffman.

NEWLY EMPLOYED FOR THE PERIOD OF April 21, 2015 – May 22, 2015

No new hires during this period.

PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF April 21, 2015 – May 22, 2015

Cindy Hollowell from an ADE Finance Program Coordinator, Grade C124, Division of Fiscal and Administrative Services, to an Accounting Operations Manager, Grade C125, Division of Fiscal and Administrative Services , LEA State Funding Loans and Bonds effective 04/27/15.

SEPARATIONS FOR THE PERIOD OF April 21, 2015 – May 22, 2015

Janet Estes – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 04/30/15. 17 Years, 6 months, 6 days. Retirement

Nathaniel Jernigan –Administrative Specialist III, Grade C112, Division of Learning Services, Curriculum and Instruction Unit, effective 5/15/15. 0 Years, 6 months, 18 days. 01

Lynn Kinsey – Administrative Analyst, Grade C115, Division of Fiscal and Administrative Services, effective 05/15/15. 5 Years, 5 months, 29 days. 01

Scott McRae– Fiscal Support Manager, Grade C123, Division of Fiscal and Administrative Services, Fiscal Distress Services, effective 05/01/15. 5 Years, 0 months, 26 days. 01

Ken Rhone– Program Fiscal Manager, Grade C122, Division Fiscal and Administrative Services, effective 05/20/15. 0 Years, 3 months, 26 days. 01

***Minority**

AASIS Codes:
01 – Voluntary Retirement

Long Term Substitutes
June 2015
State Board Agenda

LEA	District	# Waivers Requested	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/ Denied	Semester Granted	Comment
4902	Mount Ida School District	1	Brooks, Myra	BA - Out of State TX - Valid License	Franklin, Kieth	Social Studies 5th/6th	Granted	2nd	Teacher deceased
4003	Star City School District	1	Ashcraft, Candace	BA - UAM (pending)	Kelley, Nicole	Kindergarten	Granted	2nd	Medical Leave
3004	Malvern School District	1	Fitzhugh, Tara B.	BS - OBU	Crawley, Marcus Dale	Agricultural Science	Granted	2nd	Medical Leave
3806	Sloan-Hendrix School Dist.	1	Durham, Breanna	BA - Wms. Baptist	Presley, James	Art 7-12	Granted	2nd	Resigned 3/18/15
2105	McGehee School District	1	Henderson, Austin	BS - UAM	Mizell, Christie	Secondary English	Granted	2nd	Medical Leave
6601	Fort Smith School District	1	Barnes, Candis	AR - Elementary 1-6	Bryant, Nicole	Special Education	Granted	2nd	Maternity leave
0601	Hermitage School District	1	Whitney, Timothy	BA - UAM	Dickerson, Amy	English/Oral Comm	Granted	2nd	Teacher suspended at this time
1905	Wynne School District	1	Woods, Erica	BA - Out of State	Dooley, Erin	3rd Grade	Granted	2nd	Medical Leave
1803	West Memphis School District	1	Harper, Dorothy	BA - UAPB	Bowman, Freddie	FACS	Granted	2nd	Medical Leave
5504	South Pike County School District	1	Branch, Haroldeen	AR - Music P-12	Harwell-Staten, Kira	Music P-12	Granted	2nd	Maternity leave
7001	El Dorado School District	1	King, Chelsa	BA - SAU	Morton, Jamie	Middle School Science	Granted	2nd	Teacher resigned 3/20/15
11	**# Districts Requesting Subsitutes**	**11**	**# Substitute Waivers Requested**			**# Long Term Substitute Waivers Granted this Month**	11		

Additional Licensure Waiver Requests
2014 - 2015 School Year
June State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
6606	MANSFIELD SCHOOL DISTRICT	1	THOMPSON, JACY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
2305	MAYFLOWER SCHOOL DISTRICT	1	LEFLER, CHANCE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	13-14 14-15	Granted
	METHODIST FAMILY HEALTH	1	MOOREHEAD, KENNITH	206-Instrumental Music 7-12, 205 -Instrumental Music PK-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
3403	NEWPORT SCHOOL DISTRICT	1	GREER, NYESHA	001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	14-15	Granted
4	Total # Districts Requesting Waivers	4	Total # Waivers Requested this month					

Total # of Waivers Granted	4
Total # of Waivers Denied	0
Total # of Waivers this month	4

Section 1
Second Lien Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

(1) Equalized payments in which the annual payments are substantially equal in amount; or
(2) Decelerated payments in which the annual payments decrease over the life of the schedule.

STATE BOARD OF EDUCATION MEETING

JUNE 11, 2015

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

2	**2nd Lien**	**$**	**5,935,000.00**
2		**$**	**5,935,000.00**

SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Greene County Tech	Greene	3,553.99	$4,120,000	15.84%	$40,782,964	Constructing, renovating, and equipping school facilities to include additions and improvements to the Junior High ($1,500,000) and to include constructing, renovating, and equipping lighting systems, HVAC systems, and other energy conservation measures throughout the campus ($2,500,000); and cost of issuance and underwriter's discount allowance ($120,000). Any remaining funds will be used for other construction, renovations, and equipment purchases.
Russellville	Pope	5,138.57	$1,815,000	7.63%	$66,000,000	Erecting and equipping new school facilities, making additions and improvements to existing school facilities ($1,750,000) and cost of issuance ($65,000).

Section 2
Voted Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

> A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for:
> (1) Building and equipping school buildings;
> (2) Making additions and repairs to school buildings;
> (3) Purchasing sites for school buildings;
> (4) Purchasing new or used school buses;
> (5) Refurbishing school buses;
> (6) Providing professional development and training of teachers or other programs authorized under the federally recognized qualified zone academy bond program, 26 U.S.C. § 1397E;
> (7) Paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

STATE BOARD OF EDUCATION MEETING

JUNE 11, 2015

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

1 Voted	**$**	**9,810,000.00**
1	**$**	**9,810,000.00**

SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Two Rivers	Yell	793.94	$9,810,000	17.61%	$12,485,000	Refunding the outstanding bond issues dated May 1, 2012 (both issues) and August 1, 2012 ($5,316,093); constructing and equipping new elementary classrooms and offices; constructing and equipping a new athletic complex ($4,252,087); and cost of issuance and underwriter's discount allowance ($241,820). Any remaining funds will be used for constructing, refurbishing, remodeling and equipping school facilities.

CONSENT AGENDA ITEM

Title: Final Report Fiscal Year 2014-15 Summary of Activities for the Standards Assurance Unit (SAU)

Agenda Category: **Consent Agenda**

Full Item Title: Final Report Fiscal Year 2014-15-Summary of Activities for the Standards Assurance unit (SAU)

Attachments: Final Summary Report

Background Information

This report is being submitted for compliance with A.C.A. § 6-15-102 (g) (1) and (2).

Arkansas Department of Education
Division of Public School Accountability
Standards Assurance Unit

Summary Report of Activities
Fiscal Year 2014-15

Mr. Johnny Key, Commissioner, Arkansas Department of Education

Members of the Board:

Samuel Ledbetter (Chair)– Little Rock
Toyce Newton – Crossett
Alice Williams Mahony – El Dorado
Vicki Saviers – Little Rock
Joe Black – Newport
Mireya Reith – Fayetteville
Jay Barth – Little Rock
Diane Zook – Melbourne
Kim Davis - Fayetteville

Submitted by Johnie Walters, Unit Leader of the Standards Assurance Unit for compliance with A.C.A. § 6-15-102 (g) (1) and (2).

The Standards Assurance Unit (SAU) is a part of the Division of Public School Accountability, under the supervision of Ms. Annette Barnes, Assistant Commissioner, Arkansas Department of Education. The Standards Assurance Unit is responsible for ensuring that Arkansas school districts are in compliance with Arkansas statutes and rules promulgated by the Arkansas State Board of Education that apply to the districts and schools of the State of Arkansas.

This report offers a summary of activities of the Standards Assurance Unit for the 2014-15 school year.

The unit currently has thirteen employees. They are:

Johnie Walters – Unit Leader	
Tim Barnes – Area 7	25 Districts/108 Schools
John Calaway – Area 9	28 Districts/103 Schools
Roy Causbie – Area 3	31 Districts/106 Schools
Derryl Evans – Area 10	15 Districts/122 Schools
Kay Gardner – Educational Liaison	
Shade Gilbert – Area 8	27 Districts/99 Schools
Randall Lawrence – Area 1	18 Districts/128 Schools
Tammy Long – Area 6	28 Districts/95 Schools
Brandon Morrison – Area 5	30 Districts/98 Schools
Mari Beth Nokes – Area 4	26 Districts/106 Schools
David "Nath" Tumlison – Area 2	30 Districts /105 Schools
Pamela Butler – Administrative Assistant	

Please see attached area map and spreadsheet for more detailed information.

2014-15 Unit Activities Summary

Provided Technical Assistance to District and School Personnel

Assisted with Desegregation Monitoring

Assisted Charter Schools Division, Office of Teacher Licensure, Alternative Learning Education, Career and Technical Education and Student Information Systems Division in Various Capacities

Conducted/Provided:

4 Staffing Ratio Compliance Projection Reports for Individual Districts

8 Technical Assistance Visits to Individual School Districts

9 Visits to Schools in Fiscal Distress or Alert Status

20 Workshops in Area Educational Cooperatives or in conjunction with other organizations

On-Site Monitoring Visits in 292 Individual School Sites within 64 School Districts

Completed other duties and assignments as directed by the Commissioner, Supervisors and the Board

Completed Annual Accreditation Reports for 239 School Districts and 18 Charter Districts and assigned a recommended Accreditation Status for 1066 schools

Respectfully Submitted – June 11, 2015
Johnie Walters, Unit Leader
Standards Assurance Unit/ADE

2015- 2016 Arkansas Better Chance Renewal Applications

Leave Blank	Column1	Vendor #	# Slots	Payment Amount	Cost Center	Text Field (Include Source of Funds & Rev Code Program Description, school name or other text to print on payment stub up to 48 digits)
	15TH STREET CHURCH OF GOD	0100050832	60	$ 291,600.00	351192	Center-based
	ABC CHILDRENS ACADEMY & DEVELOPMENTAL CENTER, INC.	0100049543	310	$ 97,200.00	351192	Center-based
	ACADEMY OF LEARNING, INC.	0600000034	60	$ 291,600.00	351192	Center-based
	ARCH FORD/CONWAY ABC	3152000001	20	$ 97,200.00	351192	Center-based
	ARKADELPHIA PUBLIC SCHOOL	3100200001	80	$ 388,800.00	351192	Center-based
	ARKANSAS CHILDREN'S HOSPITAL HIPPY	0600000308	360	$ 630,000.00	351192	Home Visiting
	ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE HIPPY	3352000001	600	$ 1,050,000.00	351192	Home Visiting
	ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE PAT	3352000001	60	$ 105,000.00	351192	Home Visiting
	ASU PROGRAMS FOR CHILDREN AND FAMILIES IN THE DELTA	9901250001	514	$ 2,498,040.00	351192	Center-based
	ATKINS PUBLIC SCHOOLS/ATKINS SCHOOL DISTRICT	3580100001	40	$ 194,400.00	351192	Center-based
	AUGUSTA SCHOOL DISTRICT	3740100001	60	$ 291,600.00	351192	Center-based
	BARTON-LEXA SCHOOL DISTRICT	3540100001	20	$ 97,200.00	351192	Center-based
	BATESVILLE SCHOOL DISTRICT	3320100001	150	$ 729,000.00	351192	Center-based
	BATESVILLE SCHOOL DISTRICT PAT	3320100001	56	$ 98,000.00	351192	Home Visiting
	BEEBE PUBLIC SCHOOLS	3730200001	80	$ 388,800.00	351192	Center-based
	BENTON SCHOOL DISTRICT HIPPY	3630200001	48	$ 84,000.00	351192	Home Visiting
	BENTONVILLE PUBLIC SCHOOL	3040100001	240	$ 1,166,400.00	351192	Center-based
	BENTONVILLE PUBLIC SCHOOL PAT	3040100001	27	$ 47,250.00	351192	Home Visiting
	BIGELOW ASSEMBLY OF GOD - COMMUNITY CHRISTIAN ACADEM	0100122691	20	$ 97,200.00	351192	Center-based
	BLEVINS SCHOOL DISTRICT	3290100001	15	$ 72,900.00	351192	Center-based
	BLYTHEVILLE KINDERGARTEN CENTER PRE-SCHOOL	3470200001	40	$ 194,400.00	351192	Center-based
	BOONEVILLE PUBLIC SCHOOL	3420100001	20	$ 97,200.00	351192	Center-based
	BOST, INC.	0600000706	30	$ 145,800.00	351192	Center-based
	BOSTON MOUNTAIN EDUCATION COOPERATIVE HIPPY	3722000001	300	$ 525,000.00	351192	Home Visiting
	BRAD HEAD START/EARLY HEAD START	0600000679	87	$ 422,820.00	351192	Center-based
	BRADFORD SCHOOL DISTRICT	3730300001	20	$ 97,200.00	351192	Center-based
	BRIGHT BEGINNINGS/NORTH LITTLE ROCK	0100089382	40	$ 194,400.00	351192	Center-based
	BRINKLEY SCHOOL DISTRICT	3480100001	32	$ 155,520.00	351192	Center-based
	BROOKLAND PRESCHOOL/BROOKLAND SCHOOL DISTRICT	3160300001	61	$ 296,460.00	351192	Center-based
	BRYANT SCHOOL DISTRICT	3630300001	75	$ 364,500.00	351192	Center-based
	BUFFALO ISLAND CENTRAL PUBLIC SCHOOL	3160500001	30	$ 145,800.00	351192	Center-based
	CABOT PUBLIC SCHOOLS	3430400001	180	$ 874,800.00	351192	Center-based
	CAMDEN- FAIRVIEW SCHOOL DISTRICT	3520400001	60	$ 291,600.00	351192	Center-based
	CAMDEN- FAIRVIEW SCHOOL DISTRICT HIPPY	3520400001	135	$ 236,250.00	351192	Home Visiting
	CARACO, INC. DBA KAREER KIDS	0100055711	73	$ 354,780.00	351192	Center-based
	CARLISLE SCHOOL DISTRICT ABC PRE-K	3430300001	40	$ 194,400.00	351192	Center-based
	CARROLL CO. LEARNING CENTER, INC.	0600000785	37	$ 179,820.00	351192	Center-based
	CATHY JEAN JONES/DBA CATHY'S SWEET DUMPLINGS DAYCARE	0100135436	10	$ 48,600.00	351192	Center-based
	CAVE CITY SCHOOL DISTRICT	3680200001	60	$ 291,600.00	351192	Center-based
	CB KING MEMORIAL SCHOOL, INC.	0600000764	20	$ 194,400.00	351192	Center-based
	CEDAR RIDGE SCHOOL DISTRICT	3321200001	80	$ 388,800.00	351192	Center-based
	CENTRAL ARKANSAS DEVELOPMENT COUNCIL	0600000818	105	$ 510,300.00	351192	Center-based
	CHARLESTON SCHOOL DISTRICT	3240200001	20	$ 97,200.00	351192	Center-based
	CLARENDON SCHOOL DISTRICT	3480200001	24	$ 116,640.00	351192	Center-based
	CLEVELAND COUNTY SCHOOL DISTRICT	3130500001	28	$ 136,080.00	351192	Center-based
	CLINTON PUBLIC SCHOOLS	3710200001	40	$ 194,400.00	351192	Center-based
	COMMUNITY OUTREACH PARTNERSHIP ENRICHMENT	0600000968	40	$ 194,400.00	351192	Center-based
	CONCORD SCHOOL DISTRICT	3120100001	85	$ 413,100.00	351192	Center-based
	CONWAY PUBLIC SCHOOL	3230100001	180	$ 874,800.00	351192	Center-based
	COUNTY LINE SCHOOL DISTRICT	3240300001	20	$ 97,200.00	351192	Center-based
	CROSSETT SCHOOL DISTRICT	3020100001	80	$ 388,800.00	351192	Center-based
	CROWLEY'S RIDGE EDUCATION COOPERATIVE	3562000001	190	$ 923,400.00	351192	Center-based
	DANVILLE SCHOOL DISTRICT	3750300001	40	$ 194,400.00	351192	Center-based
	DAWSON EDUCATION COOPERATIVE	3102000001	445	$ 2,162,700.00	351192	Center-based
	DAWSON EDUCATION COOPERATIVE HIPPY	3102000001	100	$ 175,000.00	351192	Home Visiting
	DEBBIE MAYS/BRIGHT BEGINNINGS FHDC	0100093288	16	$ 77,760.00	351192	Center-based
	DECATUR PUBLIC SCHOOLS	3040200001	35	$ 170,100.00	351192	Center-based
	DEQUEEN MENA EDUCATION COOPERATIVE	3672000001	763	$ 3,708,180.00	351192	Center-based
	DEQUEEN MENA EDUCATION COOPERATIVE HIPPY	3672000001	81	$ 141,750.00	351192	Home Visiting
	DERMOTT SCHOOL DISTRICT	3090100001	10	$ 48,600.00	351192	Center-based
	DES ARC SCHOOL DISTRICT	3590100001	20	$ 97,200.00	351192	Center-based
	DEWITT SCHOOL DISTRICT	3010100001	20	$ 97,200.00	351192	Center-based
	DOLLARWAY SCHOOL DISTRICT	3350200001	130	$ 631,800.00	351192	Center-based
	DREAM - JODY ABERNATHY	0600001134	20	$ 97,200.00	351192	Center-based
	DREW CENTRAL SCHOOL DISTRICT	3220200001	60	$ 291,600.00	351192	Center-based
	DUMAS PUBLIC SCHOOLS	3210400001	35	$ 170,100.00	351192	Center-based
	EARLE SCHOOL DISTRICT	3180200001	32	$ 155,520.00	351192	Center-based
	EARLE SCHOOL DISTRICT HIPPY	3180200001	60	$ 105,000.00	351192	Home Visiting
	EARLY HORIZONS CDC	0600001190	50	$ 243,000.00	351192	Center-based
	EAST END SCHOOL DISTRICT	3530100001	20	$ 97,200.00	351192	Center-based
	EAST POINSETT COUNTY SCHOOL DISTRICT	3560800001	60	$ 291,600.00	351192	Center-based
	ELIZABETH KNIGHT/MISS BETH'S HOUSE FHDC	0100180643	10	$ 48,600.00	351192	Center-based
	EMMANUEL LEARNING CENTER	0600001246	80	$ 388,800.00	351192	Center-based
	EOA OF WASHINGTON COUNTY	0600001217	74	$ 359,640.00	351192	Center-based
	ERMER'S LEARNING ACADEMY	0100055671	20	$ 97,200.00	351192	Center-based
	EUREKA SPRINGS SCHOOL DISTRICT	3080200001	40	$ 194,400.00	351192	Center-based
	EXPLORATION STATION, THE	0100145515	26	$ 126,360.00	351192	Center-based
	FAMILIES AND CHILDREN TOGETHER	0600001296	200	$ 972,000.00	351192	Center-based
	FAYETTEVILLE SCHOOL DISTRICT	3720300001	120	$ 583,200.00	351192	Center-based
	FIRST PRESBYTERIAN CHURCH DC CTR	0600001341	40	$ 194,400.00	351192	Center-based
	FIRST STEP, INC.	0600001342	20	$ 97,200.00	351192	Center-based
	FLIPPIN SCHOOL DISTRICT	3450100001	60	$ 291,600.00	351192	Center-based
	FOCUS, INC.	0600001356	40	$ 194,400.00	351192	Center-based
	FORREST CITY SCHOOL DISTRICT	3620100001	238	$ 1,156,680.00	351192	Center-based
	FORT SMITH PUBLIC SCHOOLS	3660100001	260	$ 1,263,600.00	351192	Center-based
	FORT SMITH PUBLIC SCHOOLS PAT	3660100001	111	$ 194,250.00	351192	Home Visiting
	FOUKE PUBLIC SCHOOL	3460300001	59	$ 286,740.00	351192	Center-based
	FRANK C. STEUDLEIN LEARNING CENTER	0600001387	40	$ 194,400.00	351192	Center-based
	FRIENDSHIP COMMUNITY CARE	0600001411	141	$ 685,260.00	351192	Center-based
	GLEN ROSE PUBLIC SCHOOL	3300200001	26	$ 126,360.00	351192	Center-based
	GRAM'S HOUSE DAYCARE	0100055667	30	$ 145,800.00	351192	Center-based
	GRAVETTE SCHOOL DISTRICT	3040400001	50	$ 243,000.00	351192	Center-based
	GREENBRIER SCHOOL DISTRICT	3230300001	60	$ 291,600.00	351192	Center-based
	GREENBRIER SCHOOL DISTRICT HIPPY	3230300001	189	$ 330,750.00	351192	Home Visiting
	GREENE CO. TECH SCHOOL DISTRICT	3280700001	140	$ 680,400.00	351192	Center-based
	GREENWOOD PRESCHOOL CENTER	3660200001	100	$ 486,000.00	351192	Center-based
	GROWING GOD'S KINGDOM	0100113327	110	$ 534,600.00	351192	Center-based
	GURDON SCHOOL DISTRICT	3100300001	40	$ 194,400.00	351192	Center-based
	GUY-PERKINS SCHOOL DISTRICT	3230400001	15	$ 72,900.00	351192	Center-based
	HAMBURG SCHOOL DISTRICT	3020300001	140	$ 680,400.00	351192	Center-based
	HAMPTON PUBLIC SCHOOLS	3070100001	20	$ 97,200.00	351192	Center-based
	HARRISON SCHOOL DISTRICT	3050300001	20	$ 97,200.00	351192	Center-based
	HARTFORD PUBLIC SCHOOL	3660400001	20	$ 97,200.00	351192	Center-based
	HAZEN SCHOOL DISTRICT	3590300001	24	$ 116,640.00	351192	Center-based
	HEAD OF THE CLASS	0100136029	40	$ 194,400.00	351192	Center-based
	HEAD START CHILD & FAMILY SERVICES, INC.	0600001542	117	$ 568,620.00	351192	Center-based
	HEBER SPRINGS ELEMENTARY HIPPY	3120200001	60	$ 105,000.00	351192	Home Visiting
	HELENA-WEST HELENA SCHOOL DISTRICT CB	3540300001	20	97,200.00	351192	Center-based
	HELPING HAND CHILDCARE	0600001572	30	$ 145,800.00	351192	Center-based
	HERMITAGE SCHOOL DISTRICT	3060100001	37	$ 179,820.00	351192	Center-based
	HIS LITTLE LAMBS FHDC	0100187692	16	$ 77,760.00	351192	Center-based
	HOPE FOR THE YOUNG, INC.	0600001606	39	$ 189,540.00	351192	Center-based
	HOPE SCHOOL DISTRICT	3290300001	140	$ 680,400.00	351192	Center-based
	HOT SPRINGS CHILD CARE CENTER	0100153740	130	$ 631,800.00	351192	Center-based
	HOT SPRINGS SCHOOL DISTRICT	3260300001	60	$ 291,600.00	351192	Center-based
	HOXIE SCHOOL DISTRICT	3380400001	50	$ 243,000.00	351192	Center-based
	HUNTSVILLE SCHOOL DISTRICT	3440100001	35	$ 170,100.00	351192	Center-based
	IN HIS IMAGE YOUTH DEVELOPMENT CENTER, INC.	0600001643	170	$ 826,200.00	351192	Center-based

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	INSPIRED COMMUNITIES PAT	0600001659	47	$	82,250.00	351192	Home Visiting
	IZARD CO. CONSOLIDATED PRESCHOOL	3330600001	30	$	145,800.00	351192	Center-based
	JACKSON CO. SCHOOL DISTRICT	3340500001	60	$	291,600.00	351192	Center-based
	JEFFERSON COMPREHENSIVE CARE PAT	0600001728	81	$	141,750.00	351192	Home Visiting
	JELLYBEAN JUNCTION PRESCHOOL, INC.	0100173285	20	$	97,200.00	351192	Center-based
	JONESBORO SCHOOL DISTRICT	3160800001	80	$	388,800.00	351192	Center-based
	JONESBORO URBAN RENEWAL HOUSING AUTHORITY HIPPY	0600001783	27	$	47,250.00	351192	Home Visiting
	JONESBORO URBAN RENEWAL HOUSING AUTHORITY PAT	0600001783	34	$	59,500.00	351192	Home Visiting
	KID TO KID CHILD DEV. CENTER, INC.	0100149455	20	$	97,200.00	351192	Center-based
	KIDDIE KOLLEGE DAY CARE CENTER, INC.	0600001799	45	$	218,700.00	351192	Center-based
	KIDS PLACE LEARNING CENTER	0100135681	140	$	680,400.00	351192	Center-based
	KIDS PLACE LEARNING CENTER HIPPY	0100135681	44	$	77,000.00	351192	Home Visiting
	KIPP DELTA	3544070001	34	$	165,240.00	351192	Center-based
	LAKESIDE (CHICOT) SCHOOL DISTRICT	3090300001	100	$	486,000.00	351192	Center-based
	LAKESIDE (GARLAND) SCHOOL DISTRICT	3260600001	73	$	354,780.00	351192	Center-based
	LAMAR SCHOOL DISTRICT	3360400001	60	$	291,600.00	351192	Center-based
	LAURA LANTZ DBA HAPPY DAYS FHDC	0100047535	10	$	48,600.00	351192	Center-based
	LAVACA SCHOOL DISTRICT	3660500001	55	$	267,300.00	351192	Center-based
	LEAP FORWARD ACADEMY INC	0100191155	20	$	97,200.00	351192	Center-based
	LEE COUNTY SCHOOL DISTRICT	3390400001	80	$	388,800.00	351192	Center-based
	LIL MOTIVATORS ACADEMY	0100054509	20	$	97,200.00	351192	Center-based
	LINCOLN CHILD CARE CENTER	0600001875	76	$	369,360.00	351192	Center-based
	LINCOLN SCHOOL DISTRICT	3720500001	40	$	194,400.00	351192	Center-based
	LINDA A. ADAMS/THE HUNNY TREE FHDC	0100083748	10	$	48,600.00	351192	Center-based
	LITTLE ANGELS CHILD CARE OF PRESCOTT	0100146733	18	$	87,480.00	351192	Center-based
	LITTLE BITTY CITY DAYCARE/PRESCHOOL	0100171265	20	$	97,200.00	351192	Center-based
	LITTLE KIDS PRESCHOOL INC.	0100138748	34	$	165,240.00	351192	Center-based
	LITTLE ROCK SCHOOL DISTRICT	3600100001	1137	$	5,525,820.00	351192	Center-based
	LITTLE SCHOLARS ACADEMY OF MAUMELLE	0100154198	20	$	97,200.00	351192	Center-based
	LITTLE SCHOLARS LEARNING ACADEMY & DAYCARE, INC.	0600001908	20	$	97,200.00	351192	Center-based
	LITTLE ZION LEARNING CENTER	0100055243	20	$	97,200.00	351192	Center-based
	LONDON BRIDGES CHILD CARE	0600001920	20	$	97,200.00	351192	Center-based
	LONOKE SCHOOL DISTRICT	3430100001	40	$	194,400.00	351192	Center-based
	MAGAZINE SCHOOL DISTRICT	3420200001	45	$	218,700.00	351192	Center-based
	MAGNOLIA SCHOOL DISTRICT	3140200001	120	$	583,200.00	351192	Center-based
	MAINSTREET KIDS	0600001984	60	$	291,600.00	351192	Center-based
	MAMMOTH SPRING SCHOOL DISTRICT	3250100001	26	$	126,360.00	351192	Center-based
	MANILA SCHOOL DISTRICT	3471200001	40	$	194,400.00	351192	Center-based
	MANSFIELD ABC	0600001988	60	$	291,600.00	351192	Center-based
	MARMADUKE SCHOOL DISTRICT	3280300001	28	$	136,080.00	351192	Center-based
	MARVELL - ELAINE SCHOOL DISTRICT	3540400001	30	$	145,800.00	351192	Center-based
	MAYFLOWER SCHOOL DISTRICT	3230500001	30	$	145,800.00	351192	Center-based
	MCCRORY SCHOOL DISTRICT	3740300001	20	$	97,200.00	351192	Center-based
	MCGEHEE SCHOOL DISTRICT	3210500001	60	$	291,600.00	351192	Center-based
	MELBOURNE SCHOOL DISTRICT	3330200001	20	$	97,200.00	351192	Center-based
	MIDLAND SCHOOL DISTRICT	3321100001	60	$	291,600.00	351192	Center-based
	MISS MARY'S PRESCHOOL FHDC	0100053221	10	$	48,600.00	351192	Center-based
	MISSISSIPPI CO. AR ECONOMIC OPPORTUNITY COMMISSION CB	0600002076	316	$	1,535,760.00	351192	Center-based
	MISSISSIPPI CO. AR ECONOMIC OPPORTUNITY COMMISSION HIPI	0600002076	36	$	63,000.00	351192	Home Visiting
	MONTICELLO SCHOOL DISTRICT	3220300001	40	$	194,400.00	351192	Center-based
	MOTHER GOOSE	0100047637	18	$	87,480.00	351192	Center-based
	MOTHER'S TOUCH DAY CARE FHDC	0100053989	16	$	77,760.00	351192	Center-based
	MOUNTAIN VIEW SCHOOL DISTRICT	3690100001	50	$	243,000.00	351192	Center-based
	MOUNTAINBURG SCHOOL DISTRICT	3170300001	40	$	194,400.00	351192	Center-based
	MRS. KIM'S FHDC	0100055013	10	$	48,600.00	351192	Center-based
	MRS. MELISSA'S PRESCHOOL FHDC	0100043000	10	$	48,600.00	351192	Center-based
	MRS. SHA'S FHDC	0100046012	10	$	48,600.00	351192	Center-based
	MS. CHRISTI'S FHDC	0100044965	10	$	48,600.00	351192	Center-based
	MT. VERNON - ENOLA SCHOOL DISTRICT	3230600001	20	$	97,200.00	351192	Center-based
	MY FIRST SCHOOL JACKSONVILLE INC.	0100168143	24	$	116,640.00	351192	Center-based
	NEMO VISTA SCHOOL DISTRICT	3150300001	20	$	97,200.00	351192	Center-based
	NETTLETON SCHOOL DISTRICT	3161100001	90	$	437,400.00	351192	Center-based
	NEWPORT SCHOOL DISTRICT	3340300001	102	$	495,720.00	351192	Center-based
	NOAH'S ARK PRESCHOOL	0600002482	40	$	194,400.00	351192	Center-based
	NORTH LITTLE ROCK SCHOOL DISTRICT	3600200001	564	$	2,741,040.00	351192	Center-based
	NORTHCENTRAL ARKANSAS DEVELOPMENT COUNCIL	0600002418	30	$	145,800.00	351192	Center-based
	NORTHEAST AR EDUCATION COOPERATIVE	3382000001	252	$	1,224,720.00	351192	Center-based
	NORTHEAST AR EDUCATION COOPERATIVE HIPPY	3382000001	165	$	288,750.00	351192	Home Visiting
	OMAHA SCHOOL DISTRICT	3050400001	40	$	194,400.00	351192	Center-based
	OPEN ARMS LEARNING CENTER	0600002481	20	$	97,200.00	351192	Center-based
	OSCEOLA SCHOOL DISTRICT	3471300001	40	$	194,400.00	351192	Center-based
	OUACHITA INDUSTRIES, INC.	0600002506	20	$	97,200.00	351192	Center-based
	OUR COOPERATIVE CB	3052000001	353	$	1,715,580.00	351192	Center-based
	OUR COOPERATIVE HIPPY	3052000001	275	$	481,250.00	351192	Home Visiting
	OZARK SCHOOL DISTRICT	3240400001	20	$	97,200.00	351192	Center-based
	PALESTINE - WHEATLEY SCHOOL DISTRICT	3620500001	30	$	145,800.00	351192	Center-based
	PANGBURN SCHOOL DISTRICT	3730900001	27	$	131,220.00	351192	Center-based
	PARAGOULD SCHOOL DISTRICT	3280800001	126	$	612,360.00	351192	Center-based
	PARIS SCHOOL DISTRICT	3420300001	63	$	306,180.00	351192	Center-based
	PHYLLIS MOBLEY DBA P-NUTS PLAYHOUSE FHDC	0100040809	5	$	24,300.00	351192	Center-based
	PINE BLUFF SCHOOL DISTRICT	3350500001	80	$	388,800.00	351192	Center-based
	PLAY SCHOOL DAY CARE CENTER, INC.	0600002604	125	$	607,500.00	351192	Center-based
	POCAHONTAS SCHOOL DISTRICT	3610300001	40	$	194,400.00	351192	Center-based
	PRESCOTT/NEVADA COUNTY SPECIAL SVS, INC.	0600002620	28	$	136,080.00	351192	Center-based
	PRISM EDUCATION CENTER	0600002632	10	$	48,600.00	351192	Center-based
	PULASKI CO. SPECIAL SCHOOL DISTRICT	3600300001	700	$	3,402,000.00	351192	Center-based
	PULASKI CO. SPECIAL SCHOOL DISTRICT HIPPY	3600300001	135	$	236,250.00	351192	Home Visiting
	QUALITY CHILD CARE	0100051447	80	$	388,800.00	351192	Center-based
	RAINBOW OF CHALLENGES, INC./SCHOOL OF HOPE	0600002680	40	$	194,400.00	351192	Center-based
	RIVERCREST SCHOOL DISTRICT	3470600001	38	$	184,680.00	351192	Center-based
	RIVERVIEW KENSETT SCHOOL DISTRICT	3730700001	40	$	194,400.00	351192	Center-based
	ROGERS SCHOOL DISTRICT CB	3040500001	280	$	1,360,800.00	351192	Center-based
	ROGERS SCHOOL DISTRICT HIPPY	3040500001	84	$	147,000.00	351192	Home Visiting
	ROSE BUD SCHOOL DISTRICT	3731000001	18	$	87,480.00	351192	Center-based
	RURAL EDUCATIONAL HERITAGE	0600004096	20	$	97,200.00	351192	Center-based
	RUSSELLVILLE SCHOOL DISTRICT	3580500001	154	$	748,440.00	351192	Center-based
	SANDRA MCNAUGHTON/HUGS N TUGS FHDC	0100182022	13	$	63,180.00	351192	Center-based
	SANDY'S DAYCARE	0600002778	18	$	87,480.00	351192	Center-based
	SCHOLASTIC ACADEMY	0100117988	60	$	291,600.00	351192	Center-based
	SEACBEC/WARREN ABC	3060200003	120	$	583,200.00	351192	Center-based
	SEARCY CO. SCHOOL DISTRICT	3650200001	40	$	194,400.00	351192	Center-based
	SHERIDAN SCHOOL DISTRICT	3270500001	80	$	388,800.00	351192	Center-based
	SHIRLEY J. POST DBA GRANDMA'S CHILD CARE FHDC	0100097035	15	$	72,900.00	351192	Center-based
	SILOAM SPRINGS SCHOOL DISTRICT	3040600001	140	$	680,400.00	351192	Center-based
	SMACKOVER SCHOOL DISTRICT	3700800001	60	$	291,600.00	351192	Center-based
	SMALL FRY PRESCHOOL FHDC	0100130584	6	$	29,160.00	351192	Center-based
	SMALL WORLD PRESCHOOL	0600002845	80	$	388,800.00	351192	Center-based
	SOUTH AR DEV CENTER FOR CHILDREN/FAM	0600002876	40	$	194,400.00	351192	Center-based
	SOUTH CENTRAL SERVICE COOPERATIVE	3522000001	217	$	1,054,620.00	351192	Center-based
	SOUTH CONWAY CO./MORRILTON	3150700001	80	$	388,800.00	351192	Center-based
	SOUTH SIDE SCHOOL DISTRICT BEE BRANCH	3710500001	20	$	97,200.00	351192	Center-based
	SOUTHEAST AR EDUCATION COOPERATIVE HIPPY	3222000001	560	$	980,000.00	351192	Home Visiting
	SOUTHSIDE CHURCH OF PRESCOTT	0100155246	20	$	97,200.00	351192	Center-based
	SOUTHSIDE SCHOOL DISTRICT CB	3320900001	88	$	427,680.00	351192	Center-based
	SOUTHSIDE SCHOOL DISTRICT HIPPY	3320900001	85	$	148,750.00	351192	Home Visiting
	SOUTHWEST AR. EDUCATION COOPERATIVE HIPPY	3292000001	139	$	243,250.00	351192	Home Visiting
	SPRINGDALE SCHOOL DISTRICT	3720700001	646	$	3,139,560.00	351192	Center-based
	STAR CITY SCHOOL DISTRICT	3400300001	70	$	340,200.00	351192	Center-based
	STEPPING STONE	0600003016	20	$	97,200.00	351192	Center-based
	STRAIGHTWAY PRESCHOOL ACADEMY	0600003019	20	$	97,200.00	351192	Center-based
	STUTTGART SCHOOL DISTRICT/PARK AVENUE	3010400001	43	$	208,980.00	351192	Center-based

2015- 2016 Arkansas Better Chance Renewal Applications

	SUNSHINE SCHOOL & DEVELOPMENT CENTER	0600000650	30	$	145,800.00	351192	Center-based
	SUNSHINE SCHOOL & DEVELOPMENT CENTER PAT	0600000650	27	$	47,250.00	351192	Home Visiting
	SW ARKANSAS COMMUNITY DEVELOPMENT	0600002930	30	$	145,800.00	351192	Center-based
	SW ARKANSAS DEVELOPMENT COUNCIL HIPPY	0600002934	56	$	98,000.00	351192	Home Visiting
	TENDER LOVING CARE EARLY LEARNING CENTER	0100125162	80	$	388,800.00	351192	Center-based
	TEXARKANA ARANSAS SCHOOL DISTRICT # 7	3460500001	162	$	787,320.00	351192	Center-based
	TOUCHED BY AN ANGEL	0600003166	20	$	97,200.00	351192	Center-based
	TRUMANN SCHOOL DISTRICT	3560500001	80	$	388,800.00	351192	Center-based
	TWO RIVERS SCHOOL DISTRICT	3751000001	78	$	379,080.00	351192	Center-based
	U OF A COMMUNITY COLLEGE AT MORRILTON	9906890001	10	$	48,600.00	351192	Center-based
	UNIVERSITY OF ARKANSAS AT PINE BLUFF	9901600011	29	$	140,940.00	351192	Center-based
	VALLEY VIEW SCHOOL DISTRICT	3161200001	60	$	291,600.00	351192	Center-based
	VAN BUREN SCHOOL DISTRICT	3170500001	80	$	388,800.00	351192	Center-based
	VILONIA SD	3230700001	90	$	437,400.00	351192	Center-based
	WALDRON SCHOOL DISTRICT	3640100001	107	$	520,020.00	351192	Center-based
	WEST MEMPHIS SCHOOL DISTRICT	3180300001	90	$	437,400.00	351192	Center-based
	WEST MEMPHIS SCHOOL DISTRICT HIPPY	3180300001	150	$	262,500.00	351192	Home Visiting
	WEST SIDE CONSOLIDATED SCHOOL DISTRICT	3160200001	35	$	170,100.00	351192	Center-based
	WEST SIDE SD @ GREERS FERRY HIPPY	3120400001	27	$	47,250.00	351192	Home Visiting
	WESTERN ARKANSAS CHILD DEVELOPMENT CB	0600003401	301	$	1,462,860.00	351192	Center-based
	WESTERN ARKANSAS CHILD DEVELOPMENT HIPPY	0600003401	83	$	145,250.00	351192	Home Visiting
	WESTERN YELL CO. SCHOOL DISTRICT	3750900001	30	$	145,800.00	351192	Center-based
	WESTSIDE SCHOOL DISTRICT/HARTMAN	3360600001	20	$	97,200.00	351192	Center-based
	WHITE CO. CENTRAL SCHOOL DISTRICT	3730400001	40	$	194,400.00	351192	Center-based
	WHITE RIVER PRESCHOOL	0600003448	20	$	97,200.00	351192	Center-based
	WILBUR MILLS ED SERV COOP HIPPY	3732000001	791	$	1,384,250.00	351192	Center-based
	WONDERVIEW SCHOOL DISTRICT	3150500001	20	$	97,200.00	351192	Center-based
	WYNNE COMMUNITY ENLIGHTENMENT	0600003500	45	$	218,700.00	351192	Center-based
	Total			**$**	**98,387,270.00**		

Arkansas Better Chance Professional Service Contracts 2015-2016

	Arkansas Children's Hospital	0600000308		$	459,000.00	351192	Monitoring/Technical Assistance
	Arkansas State University Childhood Services	9901250001		$	451,965.79	351192	Better Beg/PAS/BAS/Framewrks
	Arkansas State University Childhood Services	9901250001		$	994,489.35	351192	Environmental Rating Scales/TA
	Arkansas State University Childhood Services	9901250001		$	299,938.07	351192	TA Better Beg/High Risk/Business
	Arkansas State University Childhood Services	9901250001		$	913,381.94	351192	ABC Child Assessment
	Arkansas State University Childhood Services	9901250001		$	374,884.85	351192	Conscious Discipline/Curriculum Project
	Howard Dawson Educational Service Coop	3102000001		$	356,250.00	351192	Professional Development
	UAMS Healthy Hearts	9901500137		$	50,000.00	351192	Professional Development
	UAMS Pediatrics	9901500063		$	87,500.00	351192	Professional Development
	UAMS Family and Preventive Medicine	9901500075		$	340,000.00	351192	TIPS/Al's Caring Pals/Naptime Academy
	UAMS Family and Preventive Medicine	9901500075		$	130,000.00	351192	Family Map
	UAMS Family and Preventive Medicine	9901500075		$	200,000.00	351192	Reach/Project Play
	University of Arkansas Cooperative Extension Services	9901350028		$	237,500.00	351192	Professional Development
	University of Arkansas Sponsored Programs	9901350042		$	1,832,234.00	351192	Professional Development
	University of Arkansas Welcome The Children	9901350042		$	137,500.00	351192	Professional Development
	University of Central Arkansas	9901650012		$	327,000.00	351192	Arkansas Research Center Longitudinal Study
	White River Planning & Dev District	600003447		$	57,750.00	351192	Professional Development
	Total				7,249,394.00		

2014-15 Enhancement Grant

Name of School District, Coop, Charter School or other grantee	Vendor #	Slots	Payment Amount	Text Field (Include Source of Funds and Revenue Code, Program Description, school name or other text to print on payment stub)
ASU PROGRAMS FOR CHILDREN AND FAMILIES IN THE DELTA	9901250001	109	$ 480,036.00	I/T Enhancement Grant
BATESVILLE SCHOOL DISTRICT	3320100001	17	$ 74,868.00	I/T Enhancement Grant
BRAD HEAD START/EARLY HEAD START	0600000679	75	$ 330,300.00	I/T Enhancement Grant
CEDAR RIDGE SCHOOL DISTRICT	3321200001	14	$ 61,656.00	I/T Enhancement Grant
CONCORD SCHOOL DISTRICT	3120100001	44	$ 193,776.00	I/T Enhancement Grant
EARLE SCHOOL DISTRICT	3180200001	6	$ 26,424.00	I/T Enhancement Grant
DOLLARWAY SCHOOL DISTRICT	3350200001	8	$ 35,232.00	I/T Enhancement Grant
EOA OF WASHINGTON COUNTY	0600001217	5	$ 22,020.00	I/T Enhancement Grant
FRIENDSHIP COMMUNITY CARE	0600001411	19	$ 83,676.00	I/T Enhancement Grant
KIDDIE KOLLEGE DAY CARE CENTER, INC.	0600001799	30	$ 132,120.00	I/T Enhancement Grant
MIDLAND SCHOOL DISTRICT	3321100001	11	$ 48,444.00	I/T Enhancement Grant
MY FIRST SCHOOL JACKSONVILLE INC.	0100168143	6	$ 26,424.00	I/T Enhancement Grant
NORTH LITTLE ROCK SCHOOL DISTRICT	3600200001	16	$ 70,464.00	I/T Enhancement Grant
PARAGOULD SCHOOL DISTRICT	3280800001	23	$ 101,292.00	I/T Enhancement Grant
PARIS SCHOOL DISTRICT	3420300001	8	$ 35,232.00	I/T Enhancement Grant
PLAY SCHOOL DAY CARE CENTER, INC.	0600002604	77	$ 339,108.00	I/T Enhancement Grant
RAINBOW OF CHALLENGES, INC./SCHOOL OF HOPE	0600002680	5	$ 22,020.00	I/T Enhancement Grant
SW ARKANSAS COMMUNITY DEVELOPMENT	0600002930	16	$ 70,464.00	I/T Enhancement Grant
TWO RIVERS SCHOOL DISTRICT	3751000001	37	$ 162,948.00	I/T Enhancement Grant
WALDRON SCHOOL DISTRICT	3640100001	7	$ 30,828.00	I/T Enhancement Grant
WESTERN ARKANSAS CHILD DEVELOPMENT CB	0600003401	77	$ 339,108.00	I/T Enhancement Grant
SOUTHEAST AR EDUCATION COOPERATIVE	3222000001		$ 285,150.00	AmerCorp Grant
Total		610	$ 2,971,590.00	

Minutes
State Board of Education Special Committee on Academic Distress Meeting
Friday, May 15, 2015

The State Board of Education Special Committee on Academic Distress met Friday, May 15, 2015, in the Pulaski County Special School District Administration Building. Chairman Vicki Saviers called the meeting to order at 11:27 a.m.

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

Absent: Sam Ledbetter

Reports

Chair's Report

No report.

Consent Agenda

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

Items included in the Consent Agenda:

- Minutes - March 12, 2015

Action Agenda

Consideration of Progress - Lincoln Academy of Excellence, Forrest City Junior High and Forrest City High School

Forrest City School District Superintendent Dr. Tiffany Hardrick said many of the findings from the academic distress team were aligned with the findings from her assessment of the schools. She said the district did not have a curriculum or interim assessments. The district has adopted curriculum and interim assessment for K-12. She said the teachers have worked on response to intervention. She said the district was working on improving the climate and culture. She said leadership is an action, and the professional development has been designed to support all educators. Dr. Hardrick said the school board has been very supportive of the urgency and innovation. She said the district made some reconfigurations to better meet the needs of students.

School Improvement Program Manager Dr. Richard Wilde said the ADE team conducted an onsite visit to examine validity of the school improvement specialists' weekly reports and the capacity of the Forrest City leadership team to implement the improvement plan and achieve measurable results. He said the district is hiring appropriate staff, the school board has a sense of urgency, and the district is supporting teacher leadership. The ADE encouraged the district to monitor if the taught curriculum is aligned to the written curriculum. He said the interim assessments are showing student progress. He said stability of leadership is key to sustainability.

School Improvement Specialist Mr. Zrano Bowles said the district has made noticeable improvements.

School Improvement Specialist Ms. Janie Hickman said the district and schools have been diligent about meeting the expectations of the 45-day plans.

Public School Accountability Coordinator Mr. Elbert Harvey said the ADE is transitioning tools for districts. He said the IMO report would become the 45-day plan. He said the Indistar system would become the ACSIP tool.

Forrest City School Board President Mr. Joey Astin said the school board is supportive of Dr. Hardrick's leadership. He said his daughter is in the right school.

The committee members expressed their support for the collaboration between the school board and the district leadership.

Adjournment

The meeting adjourned at 12:07 p.m.

Minutes recorded by Deborah Coffman.

To: State Board of Education

From: Committee on Pulaski County School District Boundaries (Jay Barth, chair; Kim Davis, Sam Ledbetter, and Diane Zook)

At its special meeting on 28 January 2015, the State Board of Education (SBE) established a committee "charged with studying the appropriate school district lines within Pulaski County, taking into account communities of interest, student demographics, facilities, and property tax base with a report due back to the State Board no later than the June 2015 regularly scheduled meeting." This represents that report.

Since January, the committee held a series of five meetings during which it examined demographic and tax data across the county, heard from the superintendents of the four school districts presently operating in the county, and heard public comments from numerous individuals and entities with ties to the communities of interest in the county. (See attached committee meeting minutes.) As a result of this work, the committee has come to understand the complexity of issues surrounding the school district lines within Pulaski County.

At the outset, it should be recognized that the State Board of Education's powers related to any alteration of the Pulaski County Special School District (PCSSD) boundaries are sharply limited at present by a series of federal court actions dating back to the 1989 federal court settlement agreement. As reiterated by rulings by the federal court in 2003 and 2014, the State Board of Education may not alter the district lines of the PCSSD until that district is declared unitary by the federal court. Indeed, under the 2014 settlement agreement/consent judgment, "[t]he State will oppose the creation of any other school districts from PCSSD's territory is declared fully unitary and is released from court supervision." That said, as the PCSSD remains in state control because of fiscal distress, the statutory requirements that "the state board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within five (5) consecutive school years of classification of fiscal distress status" (Ark. Code Ann. § 6-20-1908) may come into conflict with these previous agreements if the PCSSD remains in fiscal distress at the end of a five-year period. This report recognizes that federal court orders take precedence over state laws.

The committee strongly believes that the healthiest school districts are those where communities of interest (identified by municipal boundaries, among other factors) are in synchronicity with school district boundaries. That said, it is crucial that any district have the necessary tax base to appropriately serve its student population. Finally, district lines cannot be used to create racially identifiable school districts.

Driven by these principles and based on our study, at the point at which the PCSSD is declared unitary, we believe that the process through which these alterations to districts lines in Pulaski County should be considered by the SBE:

A) South of the Arkansas River: The division of the city of Little Rock into two different school districts has undermined the health of the LRSD across recent years. Therefore, the LRSD and the city of Little Rock's boundaries should be brought together. However, once the western portion of the city of Little Rock was brought into the LRSD, a limited tax base would exist in the remainder of the PCSSD area south of the Arkansas River. Therefore, it is our sense that a single school district south of the River (perhaps named Little Rock-South Pulaski School District) be created to create cohesion and to enhance efficiency in educational offerings.

B) Saline County Portions of PCSSD: Most of the students living in the municipality of Shannon Hills, in Saline County, attend the Bryant School District, but a handful of students in Shannon Hills live within the PCSSD and attend PCSSD schools. The committee was convinced that in the interest of maintaining community cohesion in Shannon Hills, it makes sense that that portion of Saline County, presently a part of PCSSD, be shifted to the Bryant School District. A second small portion of Saline County to the southwest (See attached map.) is also in PCSSD and, for consistency's sake, we believe that area should also be shifted to the adjoining Bryant School District.

C) North of the Arkansas River: In addition to Jacksonville, three other identifiable communities exist north of the Arkansas River in the county (North Little Rock, Sherwood, and Maumelle). Large chunks of the municipality of North Little Rock are outside of the NLRSD and the value of creating coterminous lines between the city and NLRSD is compelling. In addition, with the Jacksonville-North Pulaski District as a precedent, the cities of Sherwood and Maumelle have established a case for separate school districts including those communities and surrounding areas. When unitary status is achieved for PCSSD, reconfiguration of the boundaries could begin as outlined in Ark. Code Ann. § 6-13-1414. Additionally, provided that a potential new district meets the eligibility criteria outlined in Ark. Code Ann. § 6-13-1501 et. seq., a detachment process could begin with negotiations among North Little Rock, Maumelle, and Sherwood to ascertain the most appropriate division of the portions of PCSSD north of the Arkansas River. In this work, of course, showing full respect for Ark. Code Ann. § 6-13-1414(f) and 6-13-1504 is vital so that racially identifiable district(s) are not created through this process. As the case of Jacksonville-North Pulaski has shown the detachment process is complicated both in design and in implementation, but there is strong

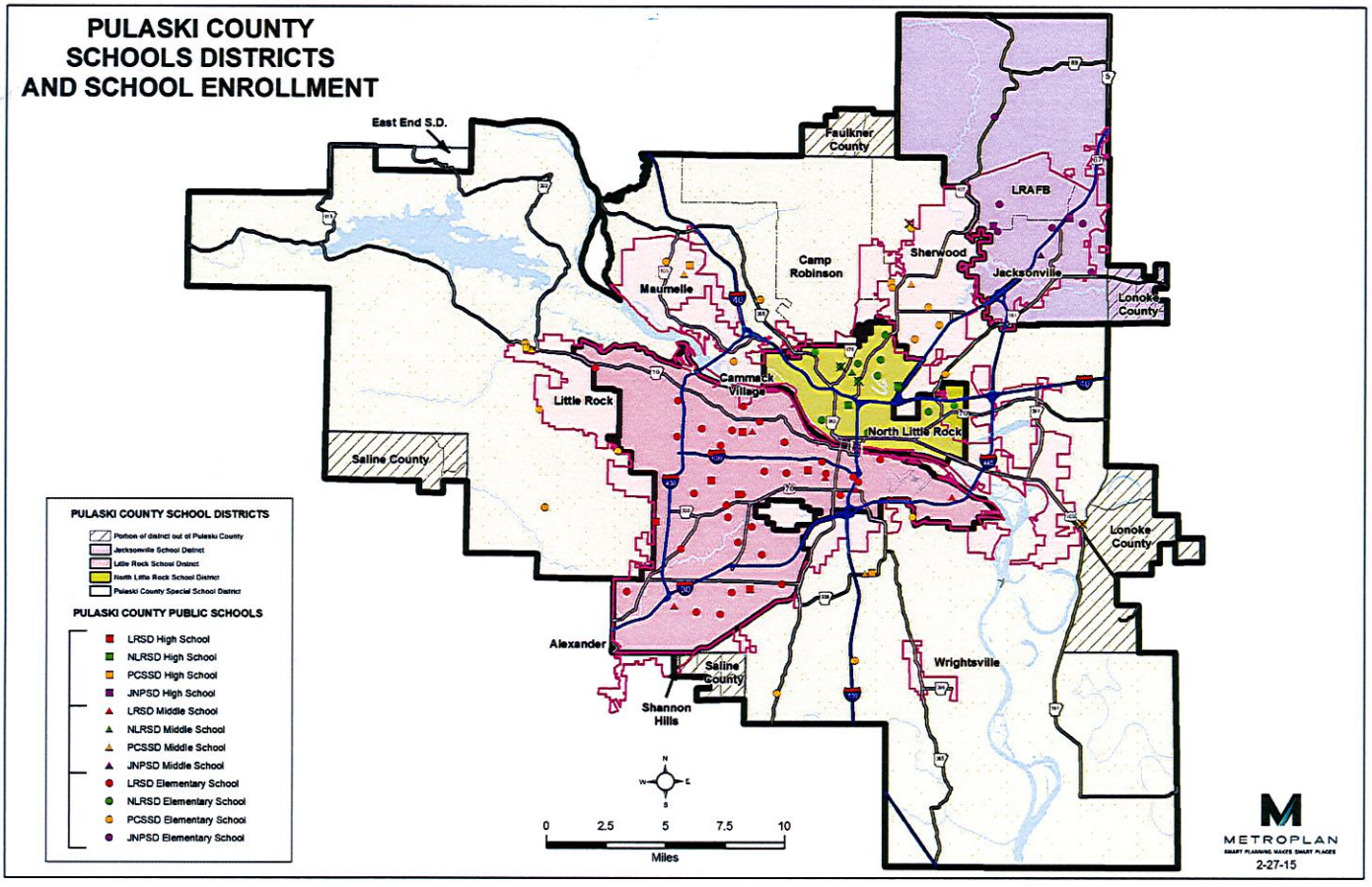
value in the development of four identifiable districts with cities as hubs north of the River.

D) Scott Community: The Scott community, which is not a municipality, straddles the Pulaski and Lonoke County lines. Students in the community are split into separate school districts. Thus, while similar to the Shannon Hills case, it is different because it is not fully within one county. Based on the public comments we received, we believe that a new border should be created with areas south of Upper Steel Bend Road and south of Lower Steel Bend Road moved to the England School District in Lonoke County to maintain that community of interest while also reducing travel time for students. (See attached map.)

Finally, the recently created Jacksonville-North Pulaski School District should be allowed to operate in accordance with the district lines created as a result of the detachment approved by the SBE in 2014.

In addition, particularly if more districts are created in the county, it is clear to the committee that education in Pulaski County could be made more efficient through the utilization of an Education Service Cooperative to provide certain services across the districts of the county and through other inter-district agreements on the provision of services (e.g. transportation).

The committee asks that the SBE accept this report and endorse this approach to school district lines within Pulaski County at the point, if and when the SBE's powers over district lines in Pulaski County are restored.


PULASKI COUNTY
SCHOOLS DISTRICTS
AND SCHOOL ENROLLMENT
East End S.D.
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LRAFB
Camp Robinson
Sherwood
Jacksonville
Maumelle
Lonoke County
Cammack Village
Little Rock
North Little Rock
Saline County
Lonoke County
Alexander
Saline County
Wrightsville
Shannon Hills
PULASKI COUNTY SCHOOL DISTRICTS
Portion of district out of Pulaski County
Jacksonville School District
Little Rock School District
North Little Rock School District
Pulaski County Special School District
PULASKI COUNTY PUBLIC SCHOOLS
LRSD High School
NLRSD High School
PCSSD High School
JNPSD High School
LRSD Middle School
NLRSD Middle School
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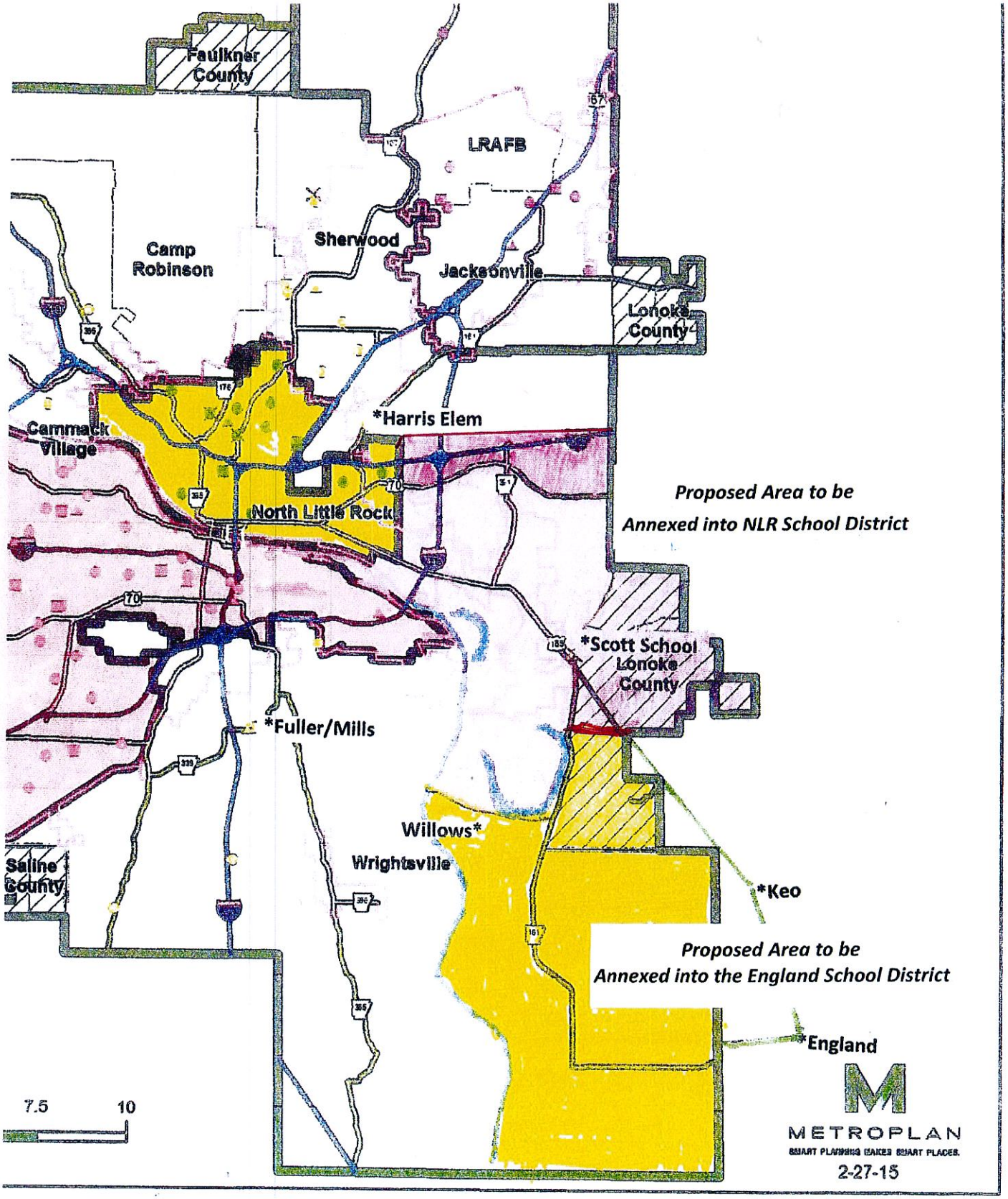
Faulkner County
LRAFB
Sherwood
Camp Robinson
Jacksonville
Lonoke County
Cammack Village
*Harris Elem
North Little Rock
Proposed Area to be
Annexed into NLR School District
*Scott School
Lonoke County
*Fuller/Mills
Willows*
Wrightsville
Saline County
*Keo
Proposed Area to be
Annexed into the England School District
*England
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10
METROPLAN
SMART PLANNING MAKES SMART PLACES.
2-27-15

Minutes
State Board of Education Special Committee
for the Pulaski County Boundaries Study
Friday, February 13, 2015

The State Board of Education Special Committee for the Pulaski County Boundaries Study met Friday, February 13, 2015, in the Auditorium of the Department of Education Building. Chairman Jay Barth called the meeting to order at 11:00 a.m.

Present: Dr. Jay Barth, Chair; Sam Ledbetter; Diane Zook; and Kim Davis

Work Session

Review the Charge of the Committee

Chairman Barth said on January 28, 2015, the State Board of Education passed a motion to establish a State Board committee charged with studying the appropriate school district lines within Pulaski County, taking into account communities of interest, student demographics, facilities, and property tax base with a report due back to the State Board no later than the June 2015, regularly scheduled meeting. State Board Chairman Sam Ledbetter appointed Dr. Jay Barth as chair. Committee members include Dr. Barth, Mr. Ledbetter, Ms. Zook, and Mr. Davis.

Department General Counsel Mr. Jeremy Lasiter said as a general matter, there are two broad ways in which the State Board of Education may change the boundary lines of a school district.

Mr. Lasiter said the first way, and the way you see most often, is through Ark. Code Ann. § 6-13-1414. That statute allows for the State Board of Education to consider a petition from a local board of directors of any school district that seeks an adjustment or change of boundary lines between its school district and an adjoining school district. Under Ark. Code Ann. § 6-13-1414, the Board may not order any change in school district boundaries that would hamper, delay, or in any manner negatively affects the desegregation efforts of the public school districts of the State.

Mr. Lasiter said the other way is more indirect. Under Arkansas laws related to the standards for accreditation, fiscal distress, academic distress, and facilities distress, the Board may consolidate, annex, or reconstitute a school district. In the Board order of consolidation or annexation, the Board may also include a provision that establishes the boundary lines of the new school districts.

Mr. Lasiter said Arkansas law states that the Board may not order any annexation or consolidation that hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or school districts. Prior to entering such an order, the Board would also be required to get an advisory opinion from the Attorney General's Office concerning the desegregation issue.

Mr. Lasiter said with regard to Pulaski County, the Pulaski County Special School District remains under court supervision with regard to five areas in its desegregation plan: Discipline, Facilities, Staffing, Student Achievement, and Monitoring. Pursuant to an order issued in the early 2000s in the desegregation case, before taking any action relative to the boundaries of the Pulaski County Special School District, the Board would have to petition the presiding federal court for permission to do so. That order required any party that wanted to seek a change in the boundaries of the PCSSD to provide the court with a detailed feasibility study and specific data sufficient to allow the court to conduct an evidentiary hearing to determine whether the boundary change would substantially impact the student populations of each district and if such a change would better meet the educational needs of the students in the districts involved.

Dr. Barth said he understood that Central Arkansas Planning had mapped Pulaski County previously during the detachment process for the Jacksonville/North Pulaski School District. He said he would contact the organization for access to the maps for the next committee meeting.

Committee members discussed inviting the superintendents from the four districts in Pulaski County to provide their perspective on the current boundaries. The members also discussed inviting public comment at a later meeting.

The committee agreed to meet each month following the Friday State Board meeting with the understanding that a report is due back to the State Board by June 11, 2015. Due to a previous scheduling conflict, Dr. Barth suggested the committee select an alternative date in April.

Adjournment

The meeting adjourned at 11:12 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Special Committee
for the Pulaski County Boundaries Study
Wednesday, March 11, 2015

The State Board of Education Special Committee for the Pulaski County Boundaries Study met Wednesday, March 11, 2015, in the Auditorium of the Department of Education Building. Chairman Jay Barth called the meeting to order at 2:03 p.m.

Present: Dr. Jay Barth, Chair; Sam Ledbetter; Diane Zook; and Kim Davis

Additional Board Members in Attendance: Toyce Newton and Vicki Saviers

Consent Agenda

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

Items included in the Consent Agenda:

- Minutes – February 13, 2015

Action Agenda

A-1 Consideration of Report from Metroplan

Mr. Jim McKenzie, Executive Director of Metroplan introduced Mr. Jeff Runder Public Policy Analyst and GIS Planner. Mr. Runder said some portions of the four school districts are not in Pulaski County. He said some of the districts do not align with the city limits. He said the population issues include a difference between school age population and actual student enrollment. He said the racial composition is not consistent across the districts. Mr. Runder presented maps showing the distribution by race across the county. He also presented population changes 2000-2010 and tables of the property tax base.

The committee took no action.

A-2 Consideration of Area Superintendents' Perspectives

Mr. Kelly Rodgers, Superintendent of North Little Rock School District, said in 2012 the North Little Rock School Board voted to reorganize the district. The

plan is to have nine (9) elementary schools, one middle school, and one high school. He said the plan focused on neighborhood schools and the resources to provide a quality education for the students. He said his board was interested in economic development in North Little Rock and North Little Rock School District. He said the board was interested in securing boundaries aligned to the North Little Rock city limits. Mr. Rodgers presented a map showing the new elementary school zones. He said each elementary building was built for 500 plus students. He said all of the new buildings in NLRSD were built for growth of additional students. He showed areas on the map of where the district is interested in expansion.

Dr. Dexter Suggs, Little Rock School District Superintendent, said the west side of the city of Little Rock needs new schools to meet the growth in this area. He said the opportunity to expand to the city limits of Little Rock would assist the Little Rock School District.

Dr. Jerry Guess, Pulaski County Special School District Superintendent, said the four existing districts should remain geographically as they are. In addition, Dr. Guess recommended an alternative option to include a countywide district with one superintendent under the authority of the state commissioner of education.

Mr. Bobby Lester, Jacksonville North Pulaski School District Superintendent, provided a brief history of boundary changes in Pulaski County. He also provided a history of the efforts of the Jacksonville North Pulaski School District to detach from the Pulaski County Special School District and form a new district. He asked that the boundaries for Jacksonville North Pulaski School District remain unchanged.

The committee took no action.

Chair's Report

Chairman Barth said the committee would reach out to area legislators, area leaders and the general public to report at the next meeting.

Adjournment

The meeting adjourned at 3:16 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Special Committee
for the Pulaski County Boundaries Study
Wednesday, April 8, 2015

The State Board of Education Special Committee for the Pulaski County Boundaries Study met Wednesday, April 8, 2015, in the Auditorium of the Department of Education Building. Chairman Jay Barth called the meeting to order at 10:35 a.m.

Present: Dr. Jay Barth, Chair; Sam Ledbetter; Diane Zook; and Kim Davis

Reports

Report-1 Chair's Report

No report provided.

Consent Agenda

Mr. Ledbetter moved, seconded by Mr. Davis, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes – March 11, 2015

Action Agenda

Consideration of Presentation from Metroplan

Presenter: Jeff Runder, GIS Planner for Metroplan

Mr. Jeff Runder, GIS Planner for Metroplan, presented maps for north of the river and south of the river. The maps included race (2010 census data) and property assessment.

Consideration of Perspective from Communities

Scott Community

Mr. Martin Gipson, Scott resident, said the PCSSD is closing the Scott Elementary. He said the Scott community is losing students because of the feeder patterns for middle school and high school. He said the community was requesting to send their students to England School District or North Little Rock School District according to the map submitted. He said the community wanted a feeder pattern that keeps the students together K-12.

Ms. Shannon Armand, parent, said her children attend a charter school. She said school options are critical to housing growth in the area.

Dr. Jerry Guess, Superintendent of the Pulaski County Special School District, said the PCSSD has future plans for a millage increase that would permit building in the district.

Shannon Hills Community

Mr. Mike Kemp, Mayor of Shannon Hills, said some of the students live in Saline County but attend PCSSD. He said these families are disenfranchised and have no representation. He said the most efficient and effective response would be to allow these students to attend the Bryant School District.

Dr. Guess said he supported this information but he would continue to serve PCSSD. He said once the district is unitary the district should be able to offer school choice.

Maumelle Community

Mr. Michael Watson, Mayor of Maumelle, said his community desired to have its own district in the future. He requested to keep the current PCSSD boundaries at this time for the Maumelle area. He said parents want choice for their students. He said he was concerned with any adjustment of the school boundaries to the city limits. Maumelle wanted to continue to include Oak Grove.

Representative Mark Lowery said Act 372 would allow Maumelle and Sherwood to detach when appropriate. He asked how the unitary status of PCSSD would be impacted by realignment and possible detachment.

Sherwood Community

Dr. Linda Remele and Ms. Beverly Williams, co-chairs of the Sherwood Public Education Foundation, said Sherwood is the fourteenth largest city in the state but does not have its own school district. Dr. Remele said the area between Jacksonville/North Pulaski School District and North Little Rock School District would be considered for the new Sherwood School District. She said the proposed district boundary would include students outside of Pulaski County. She said the feasibility study does not include the Scott community but the

foundation is willing to consider including Scott students. Ms. Williams presented tables showing a distribution of race percentages, free/reduced lunch percentages, SPED student percentages, assessment value of the Sherwood district in relation to PCSSD. She said the size of Sherwood district would compare to Russellville, Jonesboro and Benton. She asked the Special Committee to leave the current boundaries as to not harm the plan of the Sherwood Public Education Foundation to detach from PCSSD. Ms. Williams said the foundation supports the PCSSD millage increase.

Dr. Guess said a millage increase for PCSSD would provide new buildings in Sherwood. He said the PCSSD proposal for a millage increase would serve all of the students in PCSSD.

North Little Rock School District and Community

Mr. Kelly Rodgers, Superintendent of North Little Rock School District, said the NLRSD district building plan included room for growth in enrollment. He said the district staff is focused on preparing students for college and careers. He said the community, mayor, and chamber requests extending the boundaries to the city limits plus additional areas that want to come to the North Little Rock School District.

Ms. Sandy Campbell, NLRSD Board Member, said the district is working to meet the expectations of the community.

Mr. Wes Havens, Co-Chair of the NLRSD Capital Improvement Campaign (2012), said the NLRSD is providing the resources to compete. He said the millage increase, new administration, fiscal planning, facilities improvement are examples of how the district is working for the community. He said the NLRSD could be an example of a successful urban district. He asked the Special Committee to consider the data he submitted.

Mr. Isaac Henry, Special Assistant to the North Little Rock Mayor, read a prepared letter from Mayor Joe Smith, who was unable to attend the meeting. The mayor requested that the boundaries be adjusted so that students living in North Little Rock attend North Little Rock School District.

Consideration of Perspectives from Legislators

Senator Linda Chesterfield, Senate District 30, said the children must have the best education. She said she was concerned about the travel time for students. She said the students deserve state of the art educational facilities. She asked for districts that are made up of diversity. She encouraged parents and community members to be very involved in their schools.

Public Comment

Ms. Ruth Bell, League of Women Voters, said she is concerned about public input in this issue. She asked that once the committee proposal is crafted, that opportunities for public comment be considered.

Mr. Preston Lewis, Alderman for Maumelle, said he feels very positive about the working relationship between North Little Rock and Maumelle. He said this is a matter of sustainability and there are many inequities that need to be resolved. He said that he sees four options: 1.) make no change; 2.) create a county-wide district; 3.) make small changes on the margins; or 4.) take bold steps to provide local control and local participation.

Special Committee

Chairman Barth recommended that the special committee meet on May 13 at 1:00 p.m. for a committee work session and public comment. He clarified that a report is due to the State Board in June. However, the committee may need more time to construct a proposal. Committee members said that once a proposal is drafted an adequate public comment period would be provided.

Ms. Zook said this work should not interfere with the current efforts of districts to improve, pass a millage increase, and/or work for unitary status.

Adjournment

The meeting adjourned at 12:30 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Special Committee
for the Pulaski County Boundaries Study
Wednesday, May 13, 2015

The State Board of Education Special Committee for the Pulaski County Boundaries Study met Wednesday, May 13, 2015, in the Board Room of the Pulaski County Special School District Administration Building. Chairman Jay Barth called the meeting to order at 1:04 p.m.

Present: Dr. Jay Barth, Chair; Diane Zook; and Kim Davis

Additional State Board Members present: Vicki Saviers

Absent: Sam Ledbetter

Reports

Chair's Report

Dr. Barth had no report.

Consent Agenda

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

Items included in the Consent Agenda:

- Minutes - April 8, 2015

Action Agenda

Public Comment

The Special Committee heard public comments from the communities.

Little Rock
Little Rock School District Superintendent Baker Kurrus said the district needed to build a large circle of community to run the district efficiently. He said the community of interest was needed to win.

Mayor Mark Stodola said Ward 5 students attend PCSSD. He recommended

that area should be included in LRSD. He recommended that everything south of the river should be one district.

Vice Mayor Lance Hines said Ward 5 needed representation on the local school board. He recommended that everything south of the river should be one district. He recommended a new middle school and high school in west Little Rock. He said people would want to come to Little Rock if the schools are fixed.

North Little Rock

Mr. Danny Bradley, chief of staff for Mayor Joe Smith, said great cities make a great state. He said North Little Rock has a world-class school district. He recommended extending the boundaries of NLRSD to the NLR city limits. He said this would improve the economy and bring jobs to NLR. He said he does not object to extending the school district beyond the city limits.

Ms. Michelle Conner said her family moved to NLR and her children attend NLRSD. However, she said the boundary map shows two houses on her street are indicated as PCSSD. Although her children attend NLRSD, she said she could not vote in the school district or pay taxes to the district. Also, she will be unable to run for the school board. She said it would make more sense for zip codes and city limits to match the school district boundary.

Representative Eddie Armstrong said expedited recommendations would be helpful to these communities.

Scott Community

Mr. Martin Gibson said in reference to a question from last month, that he included a map of the Scott School attendance zone.

Ms. Shannon Armand said the Scott Community is concerned about PCCSD building plans. Ms. Armand lives within the NLR boundary and her children attend a public charter school because of long travel times. She said community parents want school choice for their children. She requested a quick recommendation from the subcommittee.

Mr. Harry Simmons said he lives eleven miles from England School District. He requested that his children attend the England School District. He requested to have school choice.

Representative Camille Bennett requested the committee make recommendations expeditiously.

Shannon Hills Mayor Mike Kemp said the millage vote was a vote of no confidence in the Pulaski County Special School District (PCSSD). He said it is

time for a new beginning. He said Shannon Hills students should not be bused to PCSSD. He said approximately twelve students live in Saline County but attend PCSSD.

Maumelle

Ms. Mary Peyton said she is a resident of Maumelle. She said in 1994 the city task force was tasked with bringing quality education to Maumelle. She said the Maumelle charter was approved in 2000. She said the students at Academics Plus are still attending school in portable buildings and a former strip mall. She said excellent teachers, an excellent board, and a strong superintendent is the key to success.

Alderman Preston Lewis said Maumelle is requesting to have its own district. He recommended Maumelle and Sherwood have the legal pathway to move forward with detachment. He also requested that Shannon Hills students be permitted to go to the Bryant School District. He also recommended choice for the Scott Community. He said the proposed Maumelle School District would have over 30% African American students.

Sherwood

Ms. Linda George, representing the Sherwood Public Education Foundation, said the group supported the PCSSD millage and continued to work forward toward a detachment for Sherwood.

Ms. Ruth Bell, League of Women Voters for Pulaski County, said her constituents recommended that districts should be financially adequate, including appropriate facilities, millage and assessed values; districts that can meet the needs of a diverse population of students; and districts that encourage community and involvement.

Consideration of Legal Guidance

Department Attorney Ms. Kendra Clay said there are two broad ways in which the State Board of Education may change the boundary lines of a school district. She said the first way is through Ark. Code Ann. § 6-13-1414. That statue allows for the State Board of Education to consider a petition from a local board of directors of any school district that seeks an adjustment or change or boundary lines between its school district and adjoining school district. She said under Ark. Code Ann. § 6-13-1414, the Board may not order any change in school district boundaries that would hamper, delay, or in any manner negatively affect the desegregation efforts of the public school districts of the State.
Ms. Clay said the other way is more indirect. Under Arkansas laws related to the standards for accreditation, fiscal distress, academic distress, and facilities

distress, the Board may consolidate, annex, or reconstitute a school district. In an order of consolidation or annexation, the Board would include a provision that establishes the boundary lines of the new school districts. She said Arkansas law states that the Board may not order any annexation or consolidation that hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or school districts. She said prior to entering such an order, the Board would also be required to get an advisory opinion from the Attorney General's Office concerning the desegregation issue.

Ms. Clay said with regard to Pulaski County, the Pulaski County Special School District remains under court supervision with regard to five areas in its desegregation plan: Discipline, Facilities, Staffing, Student Achievement, and Monitoring. She said pursuant to an order issued in the early 2000s in the desegregation case, before taking any action relative to the boundaries of the Pulaski County Special School District, the Board would have to petition the presiding federal court for permission to do so. That order required a party that wanted to seek a change in the boundaries of the PCSSD to provide the court with a detailed feasibility study and specific data sufficient to allow the court to conduct an evidentiary hearing to determine whether the boundary change would substantially impact the student populations of each district and if such a change would better meet the educational needs of the students in the districts involved.

Representative Bennett asked for the Scott School to remain open until the opportunity is available to petition for a boundary change. She said England School District and Lonoke School District are willing to accept these students.

Mayor Kemp said the Bryant School District is willing to accept the students that live in Saline County.

Work Session

Consideration of Data

Mr. Davis said some changes make sense.

Ms. Zook said the committee has heard from communities of interest that will work for excellent schools. She recommended one district for the area south of the river.

Dr. Barth said south of the river makes sense as one district. He said north of the river could be four districts – North Little Rock School District (NLRSD) should match the North Little Rock city limits, Maumelle and Sherwood could potentially detach from PCSSD and the Jacksonville North Pulaski School District (JNPSD).

Ms. Zook said Shannon Hills and the Scott Community issues are immediate.

Mr. Scott Miller recommended a collaborative conversation between Maumelle and North Little Rock to prepare for the Maumelle detachment process.

NLRSD Superintendent Mr. Kelly Rodgers said the NLRSD would be willing to have these community conversations. He said the unincorporated areas needed to be decided upfront.

Maumelle Mayor Mike Watson said the Camp Robinson area should not be a barrier to agreements.

The Committee discussed the information received from the public comments. The committee recommended:

South of the River

One district south of the river in Pulaski County, with the recommendation that Saline County students go to the Bryant School District.

North of the River

Scott – Upper Steel Bend Road to NLR and the area below Lower Steel Bend Road would go to England.

JNPSD – no alteration to the boundaries.

NLRSD and PCSSD will collaborate on appropriate boundaries to move forward with detachment of Sherwood and Maumelle that would make boundaries that are reflective of the communities of interest (to the degree possible). Local leaders agreed to collaborate on a peaceful decision-making process.

The Committee recognized the constraints placed on the State Board by previous federal court judgments.

Dr. Barth will draft a report to be submitted to Ms. Coffman by May 22. The Committee will meet either May 26 or May 27 to finalize the report for submission to the State Board. The report will be submitted to Ms. Coffman by June 1 for entry in the State Board Meeting scheduled for June 11, 2015.

Adjournment

The meeting adjourned at 3:27 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Special Committee
for the Pulaski County Boundaries Study
Wednesday, May 27, 2015

The State Board of Education Special Committee for the Pulaski County Boundaries Study met Wednesday, May 27, 2015, in the Board Room of the Pulaski County Special School District Administration Building. Chairman Jay Barth called the meeting to order at 10:41 a.m.

Present: Dr. Jay Barth, Chair; Sam Ledbetter; and Diane Zook

Present via phone: Kim Davis

Absent: none

Consent Agenda

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

Items included in the Consent Agenda:

- Minutes – May 13, 2015

Action Agenda

Public Comment

Dr. Barth said the committee received a resolution from the England School District and it was included on the agenda.

Pulaski County Special School District Superintendent Dr. Jerry Guess said the Pulaski County Special School District is a result of many small school districts merging into one district. He said it is difficult to determine what is fair when determining district boundaries. He said any changes to the PCSSD boundary would affect the stability of the PCSSD. He said the local districts need to operate peacefully, without litigation and turmoil, for a period of time before consideration of future boundary changes.

Consideration of Report to the State Board

Dr. Barth asked the Special Committee to review a draft report and make

revisions for submission to the State Board at the next meeting, scheduled for June 11, 2015.

Dr. Barth said the third paragraph addressed the limitations of the report. He said the next to last paragraph addressed additional recommendations that he had added.

Mr. Ledbetter said all changes to school district boundaries are complex. He said the report to the Board should emphasize that this report is information that should be considered at the appropriate time. He said diverse communities should have diverse schools. He said equitable funding of districts was a concern.

Mr. Davis said equity across districts was a concern.

Ms. Zook said she is concerned about students staying in public schools. She said she is concerned about equity and quality of education.

North Little Rock School District Superintendent Mr. Kelly Rodgers said the North Little Rock School District joined the Arch Ford Education Service Cooperative. He said the partnership has been very beneficial to the district.

Dr. Guess said co-ops are beneficial for a broader view of educational ideas.

Draft Report with Revisions:

To: State Board of Education

From: Committee on Pulaski County School District Boundaries (Jay Barth, chair; Kim Davis, Sam Ledbetter, and Diane Zook)

At its special meeting on 28 January 2015, the State Board of Education (SBE) established a committee "charged with studying the appropriate school district lines within Pulaski County, taking into account communities of interest, student demographics, facilities, and property tax base with a report due back to the State Board no later than the June 2015 regularly scheduled meeting." This represents that report.

Since January, the committee held a series of five meetings during which it examined demographic and tax data across the county, heard from the superintendents of the four school districts presently operating in the county, and heard public comments from numerous individuals and entities with ties to the communities of interest in the county. (See attached committee meeting minutes.) As a result of this work, the committee has come to understand the complexity of issues surrounding the school district lines within Pulaski County.

At the outset, it should be recognized that the State Board of Education's powers related to any alteration of the Pulaski County Special School District (PCSSD) boundaries are sharply limited at present by a series of federal court actions dating back to the 1989 federal court settlement agreement. As reiterated by rulings by the federal court in 2003 and 2014, the State Board of Education may not alter the district lines of the PCSSD until that district is declared unitary by the federal court. Indeed, under the 2014 settlement agreement/consent judgment, "[t]he State will oppose the creation of any other school districts from PCSSD's territory is declared fully unitary and is released from court supervision." That said, as the PCSSD remains in state control because of fiscal distress, the statutory requirements that "the state board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within five (5) consecutive school years of classification of fiscal distress status" (Ark. Code Ann. § 6-20-1908) may come into conflict with these previous agreements if the PCSSD remains in fiscal distress at the end of a five-year period. This report recognizes that federal court orders take precedence over state laws.

The committee strongly believes that the healthiest school districts are those where communities of interest (identified by municipal boundaries, among other factors) are in synchronicity with school district boundaries. That said, it is crucial that any district have the necessary tax base to appropriately serve its student population. Finally, district lines cannot be used to create racially identifiable school districts.

Driven by these principles and based on our study, at the point at which the PCSSD is declared unitary, we believe that the process through which these alterations to districts lines in Pulaski County should be ~~undertaken~~ considered by the SBE:

A) *South of the Arkansas River: The division of the city of Little Rock into two different school districts has undermined the health of the LRSD across recent years. Therefore, the LRSD and the city of Little Rock's boundaries should be brought together. However, once the western portion of the city of Little Rock was brought into the LRSD, a limited tax base would exist in the remainder of the PCSSD area south of the Arkansas River. Therefore, it is our sense that a single school district south of the River (perhaps named Little Rock-South Pulaski School District) be created to create cohesion and to enhance efficiency in educational offerings.*

B) *Saline County Portions of PCSSD: Most of the students living in the municipality of Shannon Hills, in Saline County, attend the Bryant School District, but a handful of students in Shannon Hills live within the PCSSD and attend PCSSD schools. The committee was convinced that in the interest of maintaining community cohesion in Shannon Hills, it makes*

sense that that portion of Saline County, presently a part of PCSSD, be shifted to the Bryant School District. A second small portion of Saline County to the southwest (See attached map.) is also in PCSSD and, for consistency's sake, we believe that area should also be shifted to the adjoining Bryant School District.

C) *North of the Arkansas River: In addition to Jacksonville, three other identifiable communities exist north of the Arkansas River in the county (North Little Rock, Sherwood, and Maumelle). Large chunks of the municipality of North Little Rock are outside of the NLRSD and the value of creating coterminous lines between the city and NLRSD is compelling. In addition, with the Jacksonville-North Pulaski District as a precedent, the cities of Sherwood and Maumelle have established a case for separate school districts including those communities and surrounding areas. When unitary status is achieved for PCSSD, reconfiguration of the boundaries could begin as outlined in Ark. Code Ann. § 6-13-1414. Additionally, provided that a potential new district meets the eligibility criteria outlined in Ark. Code Ann. § 6-13-1501 et. seq., a detachment process could begin with negotiations among North Little Rock, Maumelle, and Sherwood to ascertain the most appropriate division of the portions of PCSSD north of the Arkansas River. In this work, of course, showing full respect for Ark. Code Ann. § 6-13-1414(f) and 6-13-1504 is vital so that racially identifiable district(s) are not created through this process. As the case of Jacksonville-North Pulaski has shown the detachment process is complicated both in design and in implementation, but there is strong value in the development of four identifiable districts with cities as hubs north of the River.*

D) *Scott Community: The Scott community, which is not a municipality, straddles the Pulaski and Lonoke County lines. Students in the community are split into separate school districts. Thus, while similar to the Shannon Hills case, it is different because it is not fully within one county. Based on the public comments we received, we believe that a new border should be created with areas south of Upper Steel Bend Road and south of Lower Steel Bend Road moved to the England School District in Lonoke County to maintain that community of interest while also reducing travel time for students. (See attached map.)*

Finally, the recently created Jacksonville-North Pulaski School District should be allowed to operate in accordance with the district lines created as a result of the detachment approved by the SBE in 2014.

In addition, particularly if more districts are created in the county, it is clear to the committee that education in Pulaski County could be made more efficient through the ~~recreation~~ utilization of an Education Service Cooperative to provide certain

services across the districts of the county and through other inter-district agreements on the provision of services (e.g. transportation).

The committee asks that the SBE accept this report and endorse this approach to school district lines within Pulaski County at the point, if and when the SBE's powers over district lines in Pulaski County are restored.

Ms. Zook moved, seconded by Mr. Davis, to approve the report with the underlined changes and that the report be submitted to the State Board at the June meeting as an action item. The motion carried unanimously.

The Committee agreed for Mr. Ledbetter to work on more language regarding equity.

Adjournment

The meeting adjourned at 11:32 a.m.

Minutes recorded by Deborah Coffman.

Guy-Perkins School District
LEA #2304
Faulkner County

Fiscal Distress Indicator and Additional Concerns:

A declining balance determined to jeopardize the fiscal integrity of the school district.

District Profile:	2010-11	2011-12	2012-13	2013-14
Superintendent	**David Westenhover**	**David Westenhover**	**David Westenhover**	**Brian Cossey**
4 QTR ADM	433.19	405.03	419.62	409.28
Assessment	40,710,769	55,483,048	58,352,916	54,020,102
Total Mills	39.60	39.50	39.50	39.50
Total Debt Bond/Non Bond	2,810,000	2,805,000	2,745,000	2,734,294
Per Pupil Expenditures	9,900	10,556	10,190	10,123
Personnel-Non-Fed Certified FTE	39.88	39.63	38.99	43.50
Personnel-Non-Fed Certified Clsrm FTE	37.39	36.37	36.11	39.02
Avg Salary-Non-Fed Cert Clsrm FTE	40,477	41,822	42,124	41,331
Avg Salary-Non-Fed Cert FTE	44,080	43,878	44,611	43,132
Net Legal Balance (Excl Cat & QZAB)	659,739	909,437	797,486	534,680

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

ARKANSAS DEPARTMENT OF EDUCATION

March 10, 2015

Mr. Brian Cossey, Superintendent
Guy-Perkins School District
P.O. Box 300
Guy, AR 72061

Dear Mr. Cossey:

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Guy-Perkins School District has been identified by the Arkansas Department of Education (Department) as a school district in Fiscal Distress. According to Ark. Code Ann. § 6-20-1904, Guy-Perkins School District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress, including:

- A declining balance determined to jeopardize the fiscal integrity of the school district.

The Department will request that the State Board of Education (SBE) classify the Guy-Perkins School District as being in Fiscal Distress at its meeting on May 14-15, 2015. The meeting will begin at 10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock, Arkansas.

Please find included in this mailing a copy of Arkansas Fiscal Assessment and Accountability Program. It provides the process by which a district may appeal the classification of Fiscal Distress to the SBE. An appeal would be heard at the same May 14-15, 2015, SBE Meeting. Additional information may be found in Arkansas Code Ann. § 6-20-1901 et seq.

Ark. Code Ann. §6-20-1907 states no school district identified in Fiscal Distress may incur any debt without prior written approval of the Department of Education. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or its liabilities. The district is required to obtain prior written approval from the Department, effective with its receipt of this letter. Please retain this notice in your District audit file.

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Should the district have questions or comments, please contact the Fiscal Distress Services, at (501) 682-5124.

Sincerely,

Hazel Burnett

Hazel Burnett,
ADE Coordinator Fiscal Distress Accountability and Reportiing

HB:ddm

cc: Mr. Tony Wood, Commissioner of Education
Dr. Mike Hernandez, Deputy Commissioner of Education
Jeremy Lasiter, General Counsel
Dr. Eric Saunders, Assistant Commissioner
Senator Missy Irvin
Representative Josh Miller
Mr. Chris A. Acre, School Board President
Mr. Billy Early
Mr. Mike Garrison
Mr. Toby Harrington
Mr. James Rooney

District LEA	**2304000**
District Description	**GUY-PERKINS SCHOOL DISTRICT**
FY-12 Legal Balance	920,366.32
FY-12 Restricted SOF	17,385.24
FY-12 Deposits with Paying Agents	0.00
FY-12 Current Loans	0.00
FY-12 Unrestricted Legal Balance	**902,981.08**
FY-13 Legal Balance	798,321.34
FY-13 Restricted SOF	13,792.16
FY-13 Deposits with Paying Agents	0.00
FY-13 Current Loans	0.00
FY-13 Unrestricted Legal Balance	**784,529.18**
FY 12-FY 13 % Change	-13.12%
FY-14 Legal Balance	546,489.67
FY-14 Restricted SOF	24,906.87
FY-14 Deposits with Paying Agents	0.00
FY-14 Current Loans	0.00
FY-14 Unrestricted Legal Balance	**521,582.80**
FY 13-FY 14 % Change	-33.52%
Two Year Change	(381,398.28)
Two Year Projected Balance	140,184.52
BUDGET	
FY-15 Legal Balance	517,331.25
FY-15 Restricted SOF	19,835.23
FY-15 Deposits with Paying Agents	0.00
FY-15 Current Loans	0.00
FY-15 Unrestricted Legal Balance	**497,496.02**

FY-14 3 qtr avg ADM	**408.66**
FY-15 2 qtr avg ADM	**405.10**
increase / decrease	**(3.56)**

Guy-Perkins School District

Home of the Thunderbirds
Brian Cossey, Superintendent

492 Highway 25 North Guy, Arkansas 72061 501-679-7224

April 13, 2015

RE: Appeal of Fiscal Distress Services

To: Johnny Key, Mike Hernandez, Eric Saunders and Scott McRae

From: Brian Cossey, Superintendent

Gentlemen,

On behalf of the Guy-Perkins School District, I would like to formally appeal the classification of our school being placed in 'fiscal distress'. The primary reason we have been identified is a decreasing unrestricted fund balance over the past few years. We do not believe that this will occur this year, or any year in the foreseeable future. Furthermore, we have already consumed four positions through attrition and will either RIF or consume a few more by year's end. Our school district has an enrollment today of about 395 students. Our current projection is to end the year with about $525,000 unrestricted. Last year we ended with $521,000. Even if we miss the 521K mark by a marginal amount, I can personally guarantee that we will not be deficit spending any time in the next few years.

The most difficult part of budgeting is the fact that counties are on a Jan1-Dec31 fiscal year while we are on a Jul1-Jun30 fiscal year. Due to the fact that the prior superintendent did not accrue July revenue from June collections back in 2010 when the memo came out, we do not have that option. The only scenario in which we will deficit spend this year will be if April and May collections are low and June collections are high, which has happened once in the past six years at Guy-Perkins.

I do not understand why the fiscal distress watch list was not an option. Is a carry-over of a half-million dollars not substantial for a school district of less than 400 kids? My suggestion would be to place us on the watch list. Then, you could monitor year's end, scrutinize our budget and subsequent spending for several months, and then see where we are. If any of you have any questions for me, my cell is 501-472-3246.

For the kids,

Brian Cossey

ARKANSAS DEPARTMENT OF EDUCATION

April 24, 2015

Mr. Brian Cossey, Superintendent
Guy-Perkins School District
P.O. Box 300
Guy, AR 72061

Dear Mr. Cossey:

Pursuant to Ark. Code Ann. §6-20-1905 on March 10, 2015, the Arkansas Department of Education (Department) provided notice via certified mail that the Guy-Perkins School District had been identified as a school in fiscal distress. The Department determined that the Guy-Perkins School District had a declining balance determined to jeopardize the fiscal integrity of the school district pursuant to Ark. Code Ann. § 6-20-1904. The return receipt indicates the district received this notification on March 12, 2015.

Pursuant to Ark. Code Ann. §6-20-1905 (b) "Any school district identified in fiscal distress status may appeal to the State Board of Education by filing a written appeal with the office of the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of receipt of notice of identified fiscal distress status from the department."

In accordance with the above stated law, the deadline for Guy-Perkins School District to appeal the fiscal distress notice was April 11, 2015. On April 15, 2015, the Department received notice that the Guy-Perkins School District would appeal the fiscal distress classification. The notice was dated April 13, 2015, which was not within the 30 days allowed by law to file an appeal. Therefore, the Guy-Perkins School District did not comply with the provisions Ark. Code Ann. §6-20-1905(b).

The State Board of Education will consider whether to classify the Guy-Perkins School District as a school district in fiscal distress during its meeting scheduled for **May 14, 2015 at 10:00 a.m.** The State Board meeting will take place at the Pulaski County Special School District Administration Building, which is located at **925 East Dixon Road, Little Rock, Arkansas.** The State Board of Education will consider this matter pursuant to the authority of Ark. Code Ann. §§ 6-20-1905-1906 and the Arkansas Department of Education Rules Governing the Arkansas Fiscal Assessment and Accountability Program. Representatives from the Guy-Perkins School District should attend the State Board of Education meeting and be prepared to answer questions posed by the State Board. Thank you for your attention to this matter.

Sincerely,

Johnny Key

Mr. Johnny Key,
Commissioner of Education

cc: Mike Hernandez Ed.D, Deputy Commissioner of Education
Jeremy Lasiter, General Counsel
Eric Saunders, Ed.D, Assistant Commissioner, Fiscal & Admin. Services
Ms. Cherry Norris, Coordinator Fiscal Distress Services
Mr. Chris A. Acre, School Board President

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

ARKANSAS

K-12 SCIENCE STANDARDS

EDUCATION FOR A NEW GENERATION

Grades K-4

2015

Grades K-4 Science Core Ideas and Topics

Reference the Arkansas K-12 Science Standards Learning Progressions and Standards Overviews at www.arkansased.gov for more detailed learning progressions by topic and Disciplinary Core Idea (DCI) as well as in depth descriptions of the science and engineering practices, crosscutting concepts, and core ideas in each grade level.

Kindergarten	PHYSICAL SCIENCES	LIFE SCIENCES	EARTH and SPACE SCIENCES
	K. Forces and Interactions: Pushes and Pulls	K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	K. Weather and Climate
Grade 1	PHYSICAL SCIENCES	LIFE SCIENCES	EARTH and SPACE SCIENCES
	1. Waves: Light and Sound	1.Structure, Function, and Information Processing	1.Space Systems: Patterns and Cycles
Grade 2	PHYSICAL SCIENCES	LIFE SCIENCES	EARTH and SPACE SCIENCES
	2.Structure and Properties of Matter	2.Interdependent Relationships in Ecosystems	2.Earth's Systems: Processes that Shape the Earth
ENGINEERING, TECHNOLOGY, and APPLICATIONS of SCIENCE K-2. Engineering Design			

Grade 3	PHYSICAL SCIENCES	LIFE SCIENCES		EARTH and SPACE SCIENCES
	3.Forces and Interactions	3.Interdependent Relationships in Ecosystems	3.Inheritance and Variation of Traits	3.Weather and Climate
Grade 4	PHYSICAL SCIENCES	LIFE SCIENCES		EARTH and SPACE SCIENCES
	4.Waves	4.Structure, Function, and Information Processing		4.Energy / 4.Earth's Systems: Processes that Shape the Earth
ENGINEERING, TECHNOLOGY, and APPLICATIONS of SCIENCE 3-4. Engineering Design				

The *Arkansas K-12 Science Standards* for Grades K-4 is a curriculum framework of grade level student performance expectations based on the core ideas of the physical sciences (PS), life sciences (LS), earth and space sciences (ESS), and engineering (ETS) from *A Framework for K-12 Science Education* (NRC 2012). The performance expectations build logically from Grades K-4 to Grades 5-8. The performance expectations clarify what students need to know and be able to do at the end of each grade. Student performance expectations consist of three dimensions: science and engineering practices, disciplinary core ideas, and crosscutting concepts. Engineering performance expectations are meant to be integrated into science instruction to support the learning of science phenomena at all levels from Kindergarten to Grade 12.

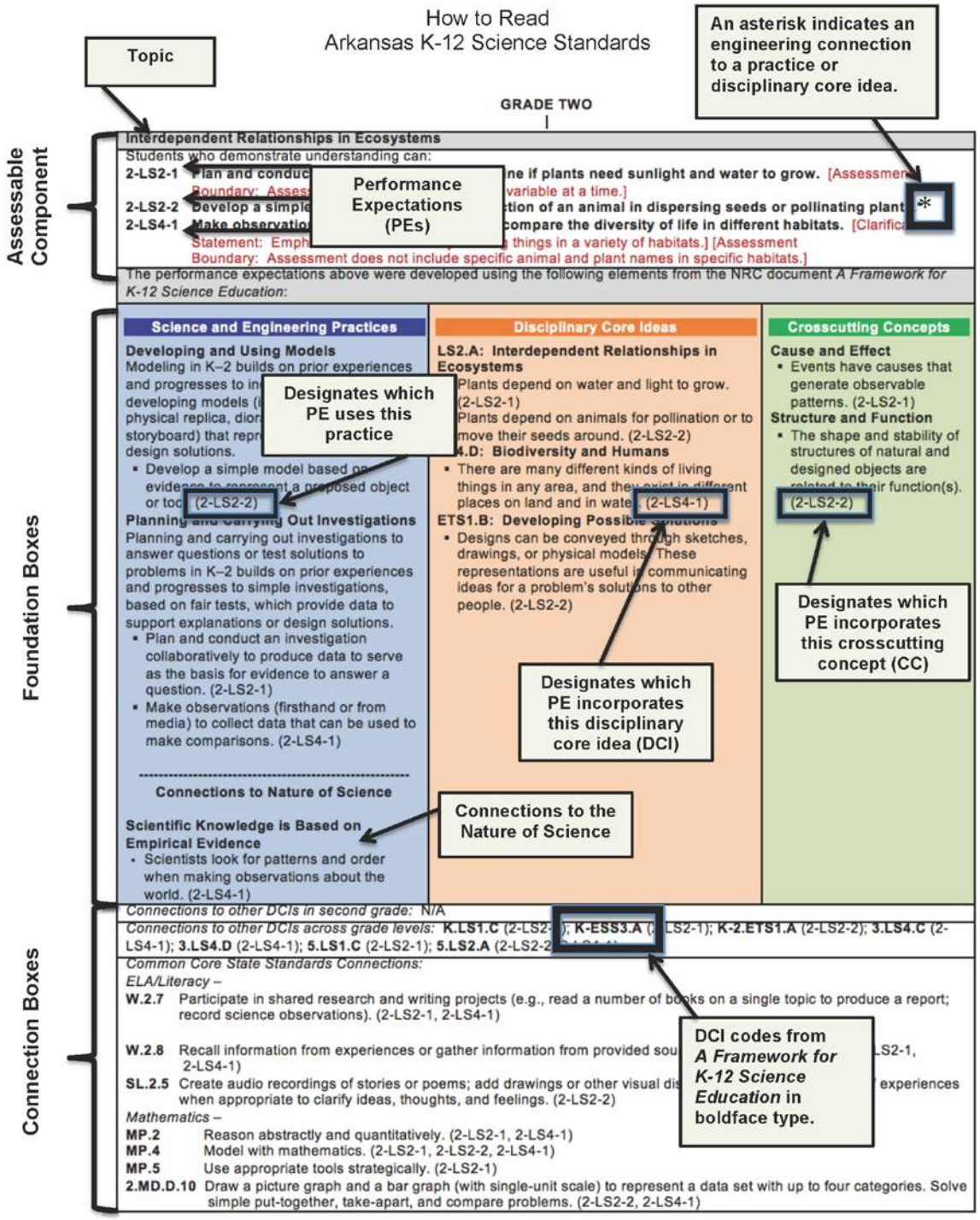
As part of teaching the Arkansas K-12 Science Standards, it will be important to instruct and guide students in adopting appropriate safety precautions for their student-directed science investigations. Reducing risk and preventing accidents in science classrooms begin with planning. There are four recommended steps in carrying out a hazard and risk assessment for any planned lab investigation.

1) Identify all hazards. Hazards may be physical, chemical, health, or environmental.
2) Evaluate the type of risk associated with each hazard.
3) Write the procedure and all necessary safety precautions in such a way as to eliminate or reduce the risk associated with each hazard.
4) Prepare for any emergency that might arise in spite of all of the required safety precautions.

According to Arkansas Code Annotated § 6-10-113 (2012) for eye protection, every student and teacher in public schools participating in any chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids is required to wear industrial-quality eye protective devices (eye goggles) at all times while participating in science investigations.

Notes:

1. Student Performance Expectations (PEs) may be taught in any sequence or grouping within a grade level.
2. An asterisk (*) indicates an engineering connection to a practice, core idea, or crosscutting concept.
3. The Clarification Statements are examples and additional guidance for the instructor. **AR** indicates Arkansas-specific Clarification Statements.
4. The Assessment Boundaries delineate content that may be taught but not assessed in large-scale assessments. **AR** indicates Arkansas-specific Assessment Boundaries.
5. The examples given (e.g.,) are suggestions for the instructor.
6. Throughout this document, connections are provided to the nature of science as defined by *A Framework for K-12 Science Education* (NRC 2012).
7. Throughout this document, connections are provided to Engineering, Technology, and Applications of Science as defined by *A Framework for K-12 Science Education* (NRC 2012).
8. Each set of PEs lists connections to other disciplinary core ideas (DCIs) within the Arkansas K-12 Science Standards and to the Common Core State Standards (CCSS) in English Language Arts (ELA)/Literacy and Mathematics.


How to Read
Arkansas K-12 Science Standards
Topic
An asterisk indicates an engineering connection to a practice or disciplinary core idea.
GRADE TWO
Assessable Component
Interdependent Relationships in Ecosystems
Students who demonstrate understanding can:
2-LS2-1
2-LS2-2
2-LS4-1
Performance Expectations (PEs)
Boundary:
Statement:
Boundary: Assessment does not include specific animal and plant names in specific habitats.]
The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:
Foundation Boxes
Science and Engineering Practices
Developing and Using Models
Modeling in K–2 builds on prior experiences and progresses to
developing models (
physical replica, dior
storyboard) that repr
design solutions.
Develop a simple model based on
evidence to represent a proposed object
or toc
(2-LS2-2)
Designates which PE uses this practice
Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.
Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)
Make observations (firsthand or from media) to collect data that can be used to make comparisons. (2-LS4-1)
Connections to Nature of Science
Scientific Knowledge is Based on Empirical Evidence
Scientists look for patterns and order when making observations about the world. (2-LS4-1)
Connections to the Nature of Science
Disciplinary Core Ideas
LS2.A: Interdependent Relationships in Ecosystems
Plants depend on water and light to grow. (2-LS2-1)
Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)
4.D: Biodiversity and Humans
There are many different kinds of living things in any area, and they exist in different places on land and in wate
(2-LS4-1)
ETS1.B: Developing Possible
Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (2-LS2-2)
Designates which PE incorporates this disciplinary core idea (DCI)
Crosscutting Concepts
Cause and Effect
Events have causes that generate observable patterns. (2-LS2-1)
Structure and Function
The shape and stability of structures of natural and designed objects are
(2-LS2-2)
Designates which PE incorporates this crosscutting concept (CC)
Connection Boxes
Connections to other DCIs in second grade: N/A
Connections to other DCIs across grade levels: K.LS1.C (2-LS2-
K-ESS3.A (
LS2-1); K-2.ETS1.A (2-LS2-2); 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS1.C (2-LS2-1); 5.LS2.A (2-LS2-2
Common Core State Standards Connections:
ELA/Literacy –
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1, 2-LS4-1)
W.2.8 Recall information from experiences or gather information from provided sou
LS2-1, 2-LS4-1)
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual di
experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2)
Mathematics –
MP.2 Reason abstractly and quantitatively. (2-LS2-1, 2-LS4-1)
MP.4 Model with mathematics. (2-LS2-1, 2-LS2-2, 2-LS4-1)
MP.5 Use appropriate tools strategically. (2-LS2-1)
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2, 2-LS4-1)
DCI codes from A Framework for K-12 Science Education in boldface type.

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Forces and Interactions: Pushes and Pulls

Students who demonstrate understanding can:

K-PS2-1 **Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.** [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

K-PS2-2 **Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*** [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2)

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods

- Scientists use different ways to study the world. (K-PS2-1)

Disciplinary Core Ideas

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions. (K-PS2-1, K-PS2-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1, K-PS2-2)

PS2.B: Types of Interactions

- When objects touch or collide, they push on one another and can change motion. (K-PS2-1)

PS3.C: Relationship Between Energy and Forces

- A bigger push or pull makes things speed up or slow down more quickly. (K-PS2-1)

ETS1.A: Defining Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (K-PS2-2)

Crosscutting Concepts

Cause and Effect

- Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1, K-PS2-2)

Connections to other DCIs in Kindergarten: **K-2.ETS1.A** (K-PS2-2); **K-2.ETS1.B** (K-PS2-2)

Connections to other DCIs across grade levels: **K-2.ETS1.B** (K-PS2-2); **3.PS2.A** (K-PS2-1, K-PS2-2); **3.PS2.B** (K-PS2-1); **4.PS3.A** (K-PS2-1); **3-5.ETS1.A** (K-PS2-2)

Common Core State Standards Connections:
ELA/Literacy –
RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2)
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2)
Mathematics –
MP.2 Reason abstractly and quantitatively. (K-PS2-1)
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS2-1)
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. (K-PS2-1)

Weather and Climate

Students who demonstrate understanding can:

K-PS3-1 **Make observations to determine the effect of sunlight on Earth's surface.** [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]

K-PS3-2 **Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*** [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]

K-ESS2-1 **Use and share observations of local weather conditions to describe patterns over time.** [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, or warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon or the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations is limited to whole numbers and relative measures such as warmer/cooler.]

K-ESS3-2 **Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*** [Clarification Statement: Emphasis is on local forms of severe weather.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

- Ask questions based on observations to find more information about the designed world. (K-ESS3-2)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)

Disciplinary Core Ideas

PS3.B: Conservation of Energy and Energy Transfer

- Sunlight warms Earth's surface. (K-PS3-1, K-PS3-2)

ESS2.D: Weather and Climate

- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)

ESS3.B: Natural Hazards

- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2)

ETS1.A: Defining and Delimiting an Engineering Problem

- Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-ESS3-2)

Crosscutting Concepts

Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)

Cause and Effect

- Events have causes that generate observable patterns. (K-PS3-1, K-PS3-2, K-ESS3-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- People encounter questions about the natural world every day. (K-ESS3-2)

Influence of Engineering, Technology, and Science on Society and the Natural World

- People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

- Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2)

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods

- Scientists use different ways to study the world. (K-PS3-1)

Science Knowledge is Based on Empirical Evidence

- Scientists look for patterns and order when making observations about the world. (K-ESS2-1)

Connections to other DCIs in Kindergarten: **K-2.ETS1.A** (K-PS3-2, K-ESS3-2); **K-2.ETS1.B** (K-PS3-2)

Connections to other DCIs across grade levels: **1.PS4.B** (K-PS3-1, K-PS3-2); **2.ESS1.C** (K-ESS3-2); **2.ESS2.A** (K-ESS2-1); **K-2.ETS1.B** (K-PS3-2); **3.ESS2.D** (K-PS3-1, K-ESS2-1); **3.ESS3.B** (K-ESS3-2); **4.ESS2.A** (K-ESS2-1); **4.ESS3.B** (K-ESS3-2); **4.ESS2.E** (K-ESS2-2); **3-5.ETS1.A** (K-PS3-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1, K-PS3-2, K-ESS2-1)

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (K-ESS2-1)

MP.4 Model with mathematics. (K-ESS2-1) (K-ESS3-2)

K.CC Counting and Cardinality (K-ESS3-2)

K.CC.A Know number names and the count sequence. (K-ESS2-1)

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a Single object. (K-ESS2-1)

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. (K-PS3-1, K-PS3-2)

K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)

KINDERGARTEN

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Students who demonstrate understanding can:

K-LS1-1 **Use observations to describe patterns of what plants and animals (including humans) need to survive.** [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.]

K-ESS2-1 **Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.** [Clarification Statement: Examples of plants and animals changing their environment could include squirrels digging in the ground to hide food and tree roots breaking concrete.]

K-ESS3-1 **Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.** [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]

K-ESS3-3 **Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*** [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (e.g., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Use a model to represent relationships in the natural world. (K-ESS3-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

- Construct an argument with evidence to support a claim. (K-ESS2-2)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

- Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)

Disciplinary Core Ideas

LS1.C: Organization for Matter and Energy Flow in Organisms

- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)

ESS2.E: Biogeology

- Plants and animals can change their environment. (K-ESS2-2)

ESS3.A: Natural Resources

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

ESS3.C: Human Impacts on Earth Systems

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS2-2, K-ESS3-3)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-ESS3-3)

Crosscutting Concepts

Patterns

- Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)

Cause and Effect

- Events have causes that generate observable patterns. (K-ESS3-3)

Systems and System Models

- Systems in the natural and designed world have parts that work together. (K-ESS2-2, K-ESS3-1)

Connections to Nature of Science **Scientific Knowledge is Based on Empirical Evidence** ▪ Scientists look for patterns and order when making observations about the world. (K-LS1-1)		
Connections to other DCIs in Kindergarten: **K-2.ETS1.A** (K-ESS3-3)		
Connections to other DCIs across grade levels: **1.LS1.A** (K-LS1-1, K-ESS3-1); **2.LS2.A** (K-LS1-1); **K-2.ETS1.B** (K-ESS3-3); **3.LS2.C** (K-LS1-1); **3.LS4.B** (K-LS1-1); **4.ESS2.E** (K-ESS2-2); **4.ESS3.A** (K-ESS3-3); **5.LS1.C** (K-LS1-1); **5.LS2.A** (K-LS1-1) (K-ESS3-1); **5.ESS2.A** (K-ESS2-2, K-ESS3-1); **5.ESS3.C** (K-ESS3-3)		
Common Core State Standards Connections: *ELA/Literacy –* **RI.K.1** With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2) **W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2) **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2, K-ESS3-3) **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1) **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1) *Mathematics –* **MP.2** Reason abstractly and quantitatively. (K-ESS3-1) **MP.4** Model with mathematics. (K-ESS3-1) **K.CC** Counting and Cardinality (K-ESS3-1) **K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of" / "less of" the attribute, and describe the difference. (K-LS1-1)		

Engineering, Technology, and Applications of Science

Students who demonstrate understanding can:

K-ETS1-1 **Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.**

K-ETS1-2 **Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.**

K-ETS1-3 **Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.

- Ask questions based on observations to find more information about the natural and/or designed world. (K-ETS1-1)
- Define a simple problem that can be solved through the development of a new or improved object or tool. (K-ETS1-1)

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool. (K-ETS1-2)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (K-ETS1-3)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-ETS1-1)
- Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-ETS1-1)
- Before beginning to design a solution, it is important to clearly understand the problem. (K-ETS1-1)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-ETS1-2)

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-ETS1-3)

Crosscutting Concepts

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (K-ETS1-2)

Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include: **Kindergarten:** (K-PS2-2, K-ESS3-2)
Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include: **Kindergarten:** (K-ESS3-3); **First Grade:** (1-PS4-4); **Second Grade:** (2-LS2-2)
Connections to K-2-ETS1.C: Optimizing the Design Solution include: **Second Grade:** (2-ESS2-1)

Connections to other DCIs across grade levels: **3-5.ETS1.A** (K-ETS1-1, K-ETS1-2, K-ETS1-3); **3-5.ETS1.B** (K-ETS1-2, K-ETS1-3); **3-5.ETS1.C** (K-ETS1-1, K-ETS1-2, K-ETS1-3)

Common Core State Standards Connections:
ELA/Literacy –

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (K-ETS1-1)

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-ETS1-1, K-ETS1-3)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-ETS1-1, K-ETS1-3)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K-ETS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (K-ETS1-1, K-ETS1-3)

MP.4 Model with mathematics. (K-ETS1-1, K-ETS1-3)

MP.5 Use appropriate tools strategically. (K-ETS1-1, K-ETS1-3)

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K-ETS1-1, K-ETS1-3)

Waves: Light and Sound

Students who demonstrate understanding can:

1-PS4-1 **Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.** [Clarification Statement: Examples of vibrating materials that make sound could include striking a tuning fork and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]

1-PS4-2 **Make observations to construct an evidence-based account that objects can be seen only when illuminated.** [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]

1-PS4-3 **Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.** [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), or reflective (such as a mirror).] [Assessment Boundary: Assessment does not include the speed of light.]

1-PS4-4 **Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*** [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones", and a pattern of drum beats.] [Assessment Boundary: Assessment does not include technological details for how communication devices work.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-1, 1-PS4-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena (1-PS4-2)
- Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4)

Disciplinary Core Ideas

PS4.A: Wave Properties

- Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)

PS4.B: Electromagnetic Radiation

- Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2)
- Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (1-PS4-3)

PS4.C: Information Technologies and Instrumentation

- People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4)

Crosscutting Concepts

Cause and Effect

- Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-1, 1-PS4-2, 1-PS4-3)

Connections to Engineering, Technology, and Applications of Science

Influence of Engineering, Technology, and Science, on Society and the Natural World

- People depend on various technologies in their lives; human life would be very different without technology. (1-PS4-4)

---------- **Connections to Nature of Science** **Scientific Investigations Use a Variety of Methods** ▪ Science investigations begin with a question. (1-PS4-1) ▪ Scientists use different ways to study the world. (1-PS4-1)		

Connections to other DCIs in first grade: N/A

Connections to other DCIs across grade levels: **K-2.ETS1.A** (1-PS4-4); **2.PS1.A** (1-PS4-3); **K-2.ETS1.B** (1-PS4-4); **4.PS4.B** (1-PS4-4); **4.PS4.C** (1-PS4-4); **3-5.ETS1.A** (1-PS4-4)

Common Core State Standards Connections:

ELA/Literacy –

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1-PS4-2)

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1-PS4-1, 1-PS4-2, 1-PS4-3, 1-PS4-4)

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1, 1-PS4-2, 1-PS4-3)

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1-PS4-1, 1-PS4-2, 1-PS4-3)

Mathematics –

MP.5 Use appropriate tools strategically. (1-PS4-4)

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4)

1.MD.A.2 Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1-PS4-4)

Structure, Function, and Information Processing

Students who demonstrate understanding can:

1-LS1-1 **Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*** [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and detecting intruders by mimicking eyes or ears.]

1-LS1-2 **Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.** [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) or the responses of the parents (such as feeding, comforting, and protecting the offspring).]

1-LS3-1 **Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.** [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance, animals that undergo metamorphosis or hybrids.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-LS3-1)
- Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

- Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2)

Disciplinary Core Ideas

LS1.A: Structure and Function

- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

LS1.B: Growth and Development of Organisms

- Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)

LS1.D: Information Processing

- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

LS3.A: Inheritance of Traits

- Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)

LS3.B: Variation of Traits

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)

Crosscutting Concepts

Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2, 1-LS3-1)

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1)

Connections to Engineering, Technology, and Applications of Science

Influence of Engineering, Technology, and Science on Society and the Natural World

- Every human-made product is designed by applying some knowledge of the natural world and is built by built using materials derived from the natural world. (1-LS1-1)

---------- **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Scientists look for patterns and order when making observations about the world. (1-LS1-2)		

Connections to other DCIs in first grade: N/A

Connections to other DCIs across grade levels: **K-2.ETS1.A** (1-LS1-1); **3.LS2.D** (1-LS1-2) **3.LS3.A** (1-LS3-1); **3.LS3.B** (1-LS3-1); **4.LS1.A** (1-LS1-1); **4.LS1.D** (1-LS1-1); **3-5.ETS1.A** (1-LS1-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.1.1 Ask and answer questions about key details in a text. (1-LS1-2, 1-LS3-1)

RI.1.2 Identify the main topic and retell key details of a text. (1-LS1-2)

RI.1.10 With prompting and support, read informational texts appropriately complex for grade. (1-LS1-2)

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1-LS1-1, 1-LS3-1)

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)

Mathematics –

MP.2 Reason abstractly and quantitatively. (1-LS3-1)

MP.5 Use appropriate tools strategically. (1-LS3-1)

1.NBT.B.3 Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols >, =, and <. (1-LS1-2)

1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1-LS1-2)

1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1-LS1-2)

1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1-LS1-2)

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)

Space Systems: Patterns and Cycles

Students who demonstrate understanding can:

1-ESS1-1 **Use observations of the sun, moon, and stars to describe patterns that can be predicted.** [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars, other than our sun, are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]

1-ESS1-2 **Make observations at different times of year to relate the amount of daylight to the time of year.** [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1-ESS1-1)

Disciplinary Core Ideas

ESS1.A: The Universe and its Stars

- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)

ESS1.B: Earth and the Solar System

- Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)

Crosscutting Concepts

Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1, 1-ESS1-2)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes natural events happen today as they happened in the past. (1-ESS1-1)
- Many events are repeated. (1-ESS1-1)

Connections to other DCIs in first grade: N/A

Connections to other DCIs across grade levels: **3.PS2.A** (1-ESS1-1); **5.PS2.B** (1-ESS1-1, 1-ESS1-2) **5-ESS1.B** (1-ESS1-1, 1-ESS1-2)

Common Core State Standards Connections:

ELA/Literacy –

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1-ESS1-1, 1-ESS1-2)

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-ESS1-1, 1-ESS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (1-ESS1-2)

MP.4 Model with mathematics. (1-ESS1-2)

MP.5 Use appropriate tools strategically. (1-ESS1-2)

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. (1-ESS1-2)

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.(1-ESS1-2)

GRADE ONE

Engineering, Technology, and Applications of Science

Students who demonstrate understanding can:

1-ETS1-1 **Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.**

1-ETS1-2 **Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.**

1-ETS1-3 **Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.

- Ask questions based on observations to find more information about the natural and/or designed world. (1-ETS1-1)
- Define a simple problem that can be solved through the development of a new or improved object or tool. (1-ETS1-1)

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool. (1-ETS1-2)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (1-ETS1-3)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. (1-ETS1-1)
- Asking questions, making observations, and gathering information are helpful in thinking about problems. (1-ETS1-1)
- Before beginning to design a solution, it is important to clearly understand the problem. (1-ETS1-1)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (1-ETS1-2)

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (1-ETS1-3)

Crosscutting Concepts

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (1-ETS1-2)

Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include: **Kindergarten:** (K-PS2-2, K-ESS3-2)
Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include: **Kindergarten:** (K-ESS3-3); **First Grade:** (1-PS4-4); **Second Grade:** (2-LS2-2)
Connections to K-2-ETS1.C: Optimizing the Design Solution include: **Second Grade:** (2-ESS2-1)

Connections to other DCIs across grade levels: **3-5.ETS1.A** (1-ETS1-1, 1-ETS1-2, 1-ETS1-3); **3-5.ETS1.B** (1-ETS1-2, 1-ETS1-3); **3-5.ETS1.C** (1-ETS1-1, 1-ETS1-2, 1-ETS1-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (1-ETS1-1)

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (1-ETS1-1, 1-ETS1-3)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (1-ETS1-1,1-ETS1-3)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (1-ETS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (1-ETS1-1, 1-ETS1-3)

MP.4 Model with mathematics. (1-ETS1-1, 1-ETS1-3)

MP.5 Use appropriate tools strategically. (1-ETS1-1, 1-ETS1-3)

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (1-ETS1-1, 1-ETS1-3)

Structure and Properties of Matter

Students who demonstrate understanding can:

2-PS1-1 **Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.** [Clarification Statement: Observations could include color, texture, hardness,and flexibility. Patterns could include the similar properties that different materials share.]

2-PS1-2 **Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*** [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]

2-PS1-3 **Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.** [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]

2-PS1-4 **Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.** [Clarification Statement: Examples of reversible changes could include materials such as water or butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3)

Engaging in Argument from Evidence

Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

- Construct an argument with evidence to support a claim. (2-PS1-4)

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter

- Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)
- Different properties are suited to different purposes. (2-PS1-2, 2-PS1-3)
- A great variety of objects can be built up from a small set of pieces. (2-PS1-3)

PS1.B: Chemical Reactions

- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)

Crosscutting Concepts

Patterns

- Patterns in the natural and human designed world can be observed. (2-PS1-1)

Cause and Effect

- Events have causes that generate observable patterns. (2-PS1-4)
- Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2)

Energy and Matter

- Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3)

Connections to Engineering, Technology, and Applications of Science

Influence of Engineering, Technology, and Science on Society and the Natural World

- Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (2-PS1-2)

---------- **Connections to Nature of Science** **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** ▪ Scientists search for cause and effect relationships to explain natural events. (2-PS1-4)		

Connections to other DCIs in second grade: N/A

Connections to other DCIs across grade levels: **4.ESS2.A** (2-PS1-3); **5.PS1.A** (2-PS1-1, 2-PS1-2, 2-PS1-3); **5.PS1.B** (2-PS1-4); **5.LS2.A** (2-PS1-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)

RI.2.8 Describe how reasons support specific points the author makes in a text. (2-PS1-2, 2-PS1-4)

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4)

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-1, 2-PS1-2, 2-PS1-3)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1, 2-PS1-2, 2-PS1-3)

Mathematics –

MP.2 Reason abstractly and quantitatively. (2-PS1-2)

MP.4 Model with mathematics. (2-PS1-1, 2-PS1-2)

MP.5 Use appropriate tools strategically. (2-PS1-2)

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-PS1-1, 2-PS1-2)

Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

2-LS2-1 **Plan and conduct an investigation to determine if plants need sunlight and water to grow.** [Assessment Boundary: Assessment is limited to testing one variable at a time.]

2-LS2-2 **Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.***

2-LS4-1 **Make observations of plants and animals to compare the diversity of life in different habitats.** [Clarification Statement: Emphasis is on the diversity of living things in a variety of habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)
- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (2-LS4-1)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Scientists look for patterns and order when making observations about the world. (2-LS4-1)

Disciplinary Core Ideas

LS2.A: Interdependent Relationships in Ecosystems

- Plants depend on water and light to grow. (2-LS2-1)
- Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (2-LS2-2)

Crosscutting Concepts

Cause and Effect

- Events have causes that generate observable patterns. (2-LS2-1)

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)

Connections to other DCIs in second grade: N/A

Connections to other DCIs across grade levels: **K.LS1.C** (2-LS2-1); **K-ESS3.A** (2-LS2-1); **K-2.ETS1.A** (2-LS2-2); **3.LS4.C** (2-LS4-1); **3.LS4.D** (2-LS4-1); **5.LS1.C** (2-LS2-1); **5.LS2.A** (2-LS2-2, 2-LS4-1)

Common Core State Standards Connections:

ELA/Literacy –

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1, 2-LS4-1)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1, 2-LS4-1)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (2-LS2-1, 2-LS4-1)

MP.4 Model with mathematics. (2-LS2-1, 2-LS2-2, 2-LS4-1)

MP.5 Use appropriate tools strategically. (2-LS2-1)

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2, 2-LS4-1)

Earth's Systems: Processes that Shape the Earth

Students who demonstrate understanding can:

2-ESS1-1 **Use information from several sources to provide evidence that Earth events can occur quickly or slowly.** [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]

2-ESS2-1 **Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*** [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]

2-ESS2-2 **Develop a model to represent the shapes and kinds of land and bodies of water in an area.** [Assessment Boundary: Assessment does not include quantitative scaling in models.]

2-ESS2-3 **Obtain information to identify where water is found on Earth and that it can be solid or liquid.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a model to represent patterns in the natural world. (2-ESS2-2)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)
- Compare multiple solutions to a problem. (2-ESS2-1)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

- Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)

Disciplinary Core Ideas

ESS1.C: The History of Planet Earth

- Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)

ESS2.A: Earth Materials and Systems

- Wind and water can change the shape of the land. (2-ESS2-1)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (2-ESS2-1)

Crosscutting Concepts

Patterns

- Patterns in the natural world can be observed. (2-ESS2-2, 2-ESS2-3)

Stability and Change

- Things may change slowly or rapidly. (2-ESS1-1, 2-ESS2-1)

Connections to Engineering, Technology, and Applications of Science

Influence of Engineering, Technology, and Science on Society and the Natural World

- Developing and using technology has impacts on the natural world. (2-ESS2-1)

Connections to Nature of Science

Science Addresses Questions About the Natural and Material World

- Scientists study the natural and material world. (2-ESS2-1)

Connections to other DCIs in second grade: **2.PS1.A** (2-ESS2-3)

Connections to other DCIs across grade levels: **K-2.ETS1.A** (2-ESS2-1); **3.LS2.C** (2-ESS1-1); **4.ESS1.C** (2-ESS1-1); **4.ESS2.A** (2-ESS1-1, 2-ESS2-1); **4.ESS2.B** (2-ESS2-2); **3-5.ETS1.A** (2-ESS2-1); **3-5.ETS1.B** (2-ESS2-1); **3-5.ETS1.C** (2-ESS2-1); **5.ESS2.A** (2-ESS2-1); **5.ESS2.C** (2-ESS2-2, 2-ESS2-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-ESS1-1)

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1, 2-ESS2-1)

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1, 2-ESS2-3)

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-ESS1-1)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1, 2-ESS2-3)

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-ESS2-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (2-ESS2-1, 2-ESS2-1, 2-ESS2-2)

MP.4 Model with mathematics. (2-ESS1-1, 2-ESS2-1, 2-ESS2-2)

MP.5 Use appropriate tools strategically. (2-ESS2-1)

2.NBT.A Understand place value. (2-ESS1-1)

2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)

2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2-ESS2-1)

Engineering, Technology, and Applications of Science

Students who demonstrate understanding can:

2-ETS1-1 **Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.**

2-ETS1-2 **Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.**

2-ETS1-3 **Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.

- Ask questions based on observations to find more information about the natural and/or designed world. (2-ETS1-1)
- Define a simple problem that can be solved through the development of a new or improved object or tool. (2-ETS1-1)

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool. (2-ETS1-2)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (2-ETS1-3)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. (2-ETS1-1)
- Asking questions, making observations, and gathering information are helpful in thinking about problems. (2-ETS1-1)
- Before beginning to design a solution, it is important to clearly understand the problem. (2-ETS1-1)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (2-ETS1-2)

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (2-ETS1-3)

Crosscutting Concepts

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (2-ETS1-2)

Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include: **Kindergarten:** (K-PS2-2, K-ESS3-2)
Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include: **Kindergarten:** (K-ESS3-3); **First Grade:** (1-PS4-4); **Second Grade:** (2-LS2-2)
Connections to K-2-ETS1.C: Optimizing the Design Solution include: **Second Grade:** (2-ESS2-1)

Connections to other DCIs across grade levels: **3-5.ETS1.A** (2-ETS1-1, 2-ETS1-2, 2-ETS1-3); **3-5.ETS1.B** (2-ETS1-2, 2-ETS1-3); **3-5.ETS1.C** (2-ETS1-1, 2-ETS1-2, 2-ETS1-3)

Common Core State Standards Connections:
ELA/Literacy –

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-ETS1-1)

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ETS1-1, 2-ETS1-3)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-ETS1-1, 2-ETS1-3)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-ETS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (2-ETS1-1, 2-ETS1-3)

MP.4 Model with mathematics. (2-ETS1-1, 2-ETS1-3)

MP.5 Use appropriate tools strategically. (2-ETS1-1, 2-ETS1-3)

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-ETS1-1, 2-ETS1-3)

Forces and Interactions

Students who demonstrate understanding can:

3-PS2-1 **Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.** [**AR** Clarification Statement: Examples could include an unbalanced force on one side of a box can make it start moving or balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]

3-PS2-2 **Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.** [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]

3-PS2-3 **Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.** [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon or the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force or how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]

3-PS2-4 **Define a simple design problem that can be solved by applying scientific ideas about magnets.*** [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.

- Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3)
- Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-PS2-1)
- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (3-PS2-2)

Disciplinary Core Ideas

PS2.A: Forces and Motion

- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1)
- The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2)

Crosscutting Concepts

Patterns

- Patterns of change can be used to make predictions. (3-PS2-2)

Cause and Effect

- Cause and effect relationships are routinely identified. (3-PS2-1)
- Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3)

Connections to Nature of Science	PS2.B: Types of Interactions	Connections to Engineering, Technology, and Applications of Science
Science Knowledge is Based on Empirical Evidence ▪ Science findings are based on recognizing patterns. (3-PS2-2) **Scientific Investigations Use a Variety of Methods** ▪ Science investigations use a variety of methods, tools, and techniques. (3-PS2-1)	▪ Objects in contact exert forces on each other. (3-PS2-1) ▪ Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3, 3-PS2-4)	**Interdependence of Science, Engineering, and Technology** ▪ Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (3-PS2-4)

Connections to other DCIs in third grade: N/A

Connections to other DCIs across grade levels: **K.PS2.A** (3-PS2-1); **K.PS2.B** (3-PS2-1); **K.PS3.C** (3-PS2-1); **K-2.ETS1.A** (3-PS2-4); **1.ESS1.A** (3-PS2-2); **4.PS4.A** (3-PS2-2); **3-5.ETS1.A** (3-PS2-4); **5.PS2.B** (3-PS2-1); **7.ESS2.C** (3-PS2-1); **8.PS2.A** (3-PS2-1, 3-PS2-2); **8.PS2.B** (3-PS2-3, 3-PS2-4); **8.ESS1.B** (3-PS2-1, 3-PS2-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1, 3-PS2-3)

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-PS2-3)

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3-PS2-3)

W.3.7 Conduct short research projects that build knowledge about a topic. (3-PS2-1, 3-PS2-2)

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-PS2-1, 3-PS2-2)

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)

Mathematics –

MP.2 Reason abstractly and quantitatively. (3-PS2-1)

MP.5 Use appropriate tools strategically. (3-PS2-1)

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-PS2-1)

Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

3-LS2-1 **Construct an argument that some animals form groups that help members survive.** [**AR** Clarification Statement: Examples could include ant colonies, herds of bison, or hives of bees.]

3-LS4-1 **Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.** [Clarification Statement: Examples of data could include type, size, and distributions of fossilized organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or living plants and animals. Assessment is limited to major fossil types and relative ages.]

3-LS4-3 **Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.** [**AR** Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other for survival.]

3-LS4-4 **Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*** [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Analyzing and Interpreting Data
Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1)

Engaging in Argument from Evidence
Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds.

- Construct an argument with evidence, data, and/or a model. (3-LS2-1)
- Construct an argument with evidence. (3-LS4-3)
- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-LS4-4)

Disciplinary Core Ideas

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (3-LS4-4)

LS2.D: Social Interactions and Group Behavior

- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (3-LS2-1)

LS4.A: Evidence of Common Ancestry and Diversity

- Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4-1)
- Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)

LS4.C: Adaptation

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1, 3-LS4-3)

Scale, Proportion, and Quantity

- Observable phenomena exist from very short to very long time periods. (3-LS4-1)

Systems and System Models

- A system can be described in terms of its components and their interactions. (3-LS4-4)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-4)

	LS4.D: Biodiversity and Humans ▪ Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)	**Connections to Nature of Science** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** ▪ Science assumes consistent patterns in natural systems. (3-LS4-1)

Connections to other DCIs in third grade: **3.ESS2.D** (3-LS4-3); **3.ESS3.B** (3-LS4-4)

Connections to other DCIs across grade levels: **K.ESS3.A** (3-LS4-3, 3-LS4-4); **K-2.ETS1.A** (3-LS4-4); **1.LS1.B** (3-LS2-1); **2.LS2.A** (3-LS4-3, 3-LS4-4); **2.LS4.D** (3-LS4-3, 3-LS4-4); **4.ESS1.C** (3-LS4-1); **4.ESS3.B** (3-LS4-4); **3-5.ETS1.A** (3-LS4-4); **6.ESS3.C** (3-LS4-4); **7.LS2.A** (3-LS2-1, 3-LS4-1, 3-LS4-3, 3-LS4-4); **7.LS2.C** (3-LS4-4); **7.ESS2.B** (3-LS4-1); **8.LS4.A** (3-LS4-1); **8.LS4.B** (3-LS4-3); **8.LS4.C** (3-LS4-3, 3-LS4-4); **8.ESS1.C** (3-LS4-1, 3-LS4-3, 3-LS4-4)

Common Core State Standards Connections:

ELA/Literacy –

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1, 3-LS4-1, 3-LS4-3, 3-LS4-4)

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1, 3-LS4-3, 3-LS4-4)

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS2-1, 3-LS4-1, 3-LS4-3, 3-LS4-4)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1, 3-LS4-1, 3-LS4-3, 3-LS4-4)

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1, 3-LS4-3, 3-LS4-4)

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1)

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-3, 3-LS4-4)

Mathematics –

MP.2 Reason abstractly and quantitatively. (3-LS4-1, 3-LS4-3, 3-LS4-4)

MP.4 Model with mathematics. (3-LS2-1, 3-LS4-1, 3-LS4-3, 3-LS4-4)

MP.5 Use appropriate tools strategically. (3-LS4-1)

3.NBT Number and Operations in Base Ten (3-LS2-1)

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. (3-LS4-3)

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1)

Inheritance and Variation of Traits: Life Cycles and Traits

Students who demonstrate understanding can:

3-LS1-1 **Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.** [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]

3-LS3-1 **Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.** [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]

3-LS3-2 **Use evidence to support the explanation that traits can be influenced by the environment.** [Clarification Statement: Examples of the environment affecting a trait could include insufficient water stunting normally tall plants ; and, a pet dog becoming overweight that is given too much food and too little exercise.]

3-LS4-2 **Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.** [**AR** Clarification Statement: Examples of cause and effect relationships could be plants of the same species with larger thorns may be less likely to be eaten by predators; and, animals of the same species with more effective camouflage or coloration may be more likely to survive and produce offspring.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop models to describe phenomena. (3-LS1-1)

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations.

When possible and feasible, digital tools should be used.

- Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2)
- Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2)

Disciplinary Core Ideas

LS1.B: Growth and Development of Organisms

- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)

LS3.A: Inheritance of Traits

- Many characteristics of organisms are inherited from their parents. (3-LS3-1)
- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2)

LS3.B: Variation of Traits

- Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1)
- The environment also affects the traits that an organism develops. (3-LS3-2)

LS4.B: Natural Selection

- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)

Crosscutting Concepts

Patterns

- Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1)
- Patterns of change can be used to make predictions. (3-LS1-1)

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2, 3-LS4-2)

---------- **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science findings are based on recognizing patterns. (3-LS1-1)		

Connections to other DCIs in third grade: **3.LS4.C** (3-LS4-2)

Connections to other DCIs across grade levels: **1.LS3.A** (3-LS3-1, 3-LS4-2); **1.LS3.B** (3-LS3-1); **6.LS1.B** (3-LS1-1, 3-LS3-2); **6.LS3.B** (3-LS3-1, 3-LS4-2); **7.LS2.A** (3-LS4-2); **8.LS3.A** (3-LS3-1); **8.LS4.B** (3-LS4-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS3-1, 3-LS3-2, 3-LS4-2)

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1, 3-LS3-2, 3-LS4-2)

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS3-1, 3-LS3-2, 3-LS4-2)

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3-LS1-1)

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1, 3-LS3-2, 3-LS4-2)

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS3-1, 3-LS3-2, 3-LS4-2)

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (3-LS1-1)

Mathematics –

MP.2 Reason abstractly and quantitatively. (3-LS3-1, 3-LS3-2, 3-LS4-2)

MP.4 Model with mathematics. (3-LS1-1, 3-LS3-1, 3-LS3-2, 3-LS4-2)

3.NBT Number and Operations in Base Ten (3-LS1-1)

3.NF Number and Operations—Fractions (3-LS1-1)

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. (3-LS4-2)

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS3-1, 3-LS3-2)

Weather and Climate

Students who demonstrate understanding can:

3-ESS2-1 **Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.** [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]

3-ESS2-2 **Obtain and combine information to describe climates in different regions of the world.**

3-ESS3-1 **Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*** [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.

- Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2)

Disciplinary Core Ideas

ESS2.D: Weather and Climate

- Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1)
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)

ESS3.B: Natural Hazards

- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1)

Crosscutting Concepts

Patterns

- Patterns of change can be used to make predictions. (3-ESS2-1, 3-ESS2-2)

Cause and Effect

- Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1)

Connections to Engineering, Technology, and Applications of Science

Influence of Engineering, Technology, and Science on Society and the Natural World

- Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (3-ESS3-1)

Connections to Nature of Science

Science is a Human Endeavor

- Science affects everyday life. (3-ESS3-1)

Connections to other DCIs in third grade: N/A

Connections to other DCIs across grade levels: **K.ESS2.D** (3-ESS2-1); **K.ESS3.B** (3-ESS3-1); **K-2.ETS1.A** (3-ESS3-1); **4.ESS2.A** (3-ESS2-1); **4.ESS3.B** (3-ESS3-1); **3-5.ETS1.A** (3-ESS3-1); **5.ESS2.A** (3-ESS2-1); **6.ESS2.D** (3-ESS2-1, 3-ESS2-2); **7.ESS2.C** (3-ESS2-1, 3-ESS2-2); **7.ESS3.B** (3-ESS3-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS2-2)

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. (3-ESS2-2)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-ESS3-1)

W.3.7 Conduct short research projects that build knowledge about a topic. (3-ESS3-1)

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-ESS2-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (3-ESS2-1, 3-ESS2-2, 3-ESS3-1)

MP.4 Model with mathematics. (3-ESS2-1, 3-ESS2-2, 3-ESS3-1)

MP.5 Use appropriate tools strategically. (3-ESS2-1)

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-ESS2-1)

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in bar graphs. (3-ESS2-1)

GRADE THREE

Engineering, Technology, and Applications of Science

Students who demonstrate understanding can:

3-ETS1-1 **Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.**

3-ETS1-2 **Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.**

3-ETS1-3 **Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.

- Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-ETS1-1)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-ETS1-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-ETS1-2)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-ETS1-1)

ETS1.B: Developing Possible Solutions

- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-ETS1-2)
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-ETS1-2)
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-ETS1-3)

ETS1.C: Optimizing the Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-ETS1-3)

Crosscutting Concepts

Influence of Science, Engineering, and Technology on Society and the Natural World

- People's needs and wants change over time, as do their demands for new and improved technologies. (3-ETS1-1)
- Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-ETS1-2)

Connections to 3-5-ETS1.A: Defining and Delimiting Engineering Problems include: **Fourth Grade:** (4-PS3-4)
Connections to 3-5-ETS1.B: Designing Solutions to Engineering Problems include: **Fourth Grade:** (4-ESS3-2)
Connections to 3-5-ETS1.C: Optimizing the Design Solution include: **Fourth Grade:** (4-PS4-3)

Connections to other DCIs across grade levels: **K-2.ETS1.A** (3-ETS1-1, 3-ETS1-2, 3-ETS1-3); **K-2.ETS1.B** (3-ETS1-2); **K-2.ETS1.C** (3-ETS1-2, 3-ETS1-3); **6-8.ETS1.A** (3-ETS1-1); **6-8.ETS1.B** (3-ETS1-1, 3-ETS1-2, 3-ETS1-3); **6-8.ETS1.C** (3-ETS1-2, 3-ETS1-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (3-ETS1-2)

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (3-ETS1-2)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (3-ETS1-2)

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (3-ETS1-1, 3-ETS1-3)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (3-ETS1-1, 3-ETS1-3)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (3-ETS1-1, 3-ETS1-3)

Mathematics –

MP.2 Reason abstractly and quantitatively. (3-ETS1-1, 3-ETS1-2, 3-ETS1-3)

MP.4 Model with mathematics. (3-ETS1-1, 3-ETS1-2, 3-ETS1-3)

MP.5 Use appropriate tools strategically. (3-ETS1-1, 3-ETS1-2, 3-ETS1-3)

3-5.OA Operations and Algebraic Thinking (3-ETS1-1, 3-ETS1-2)

Structure, Function, and Information Processing

Students who demonstrate understanding can:

4-PS4-2 **Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.** [Assessment Boundary: Assessment does not include knowledge of specific colors reflected or seen, the cellular mechanisms of vision, or how the retina works.]

4-LS1-1 **Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** [**AR** Clarification Statement: Examples of structures for survival could include thorns and teeth. Examples of structures for growth could include stems and the stomach. Examples of structures for behavior could include stomata and the brain. Examples of reproduction could include pistils, stamens, and eggs.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]

4-LS1-2 **Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.** [Clarification Statement: Emphasis is on systems of information transfer. Use of models could include diagrams, computer simulations, and physical models.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model to describe phenomena. (4-PS4-2)
- Use a model to test interactions concerning the functioning of a natural system. (4-LS1-2)

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Construct an argument with evidence, data, and/or a model. (4-LS1-1)

Disciplinary Core Ideas

PS4.B: Electromagnetic Radiation

- An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2)

LS1.A: Structure and Function

- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)

LS1.D: Information Processing

- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships are routinely identified. (4-PS4-2)

Systems and System Models

- A system can be described in terms of its components and their interactions. (4-LS1-1, 4-LS1-2)

Connections to other DCIs in fourth grade: N/A

Connections to other DCIs across grade levels: **1.PS4.B** (4-PS4-2); **1.LS1.A** (4-LS1-1); **1.LS1.D** (4-LS1-2); **3.LS3.B** (4-LS1-1); **6.LS1.A** (4-LS1-1,4-LS1-2); **6.LS1.D** (4-PS4-2, 4-LS1-2); **8.PS4.B** (4-PS4-2)

Common Core State Standards Connections:

ELA/Literacy –

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4-LS1-1)

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-PS4-2, 4-LS1-2)

Mathematics –

MP.4 Model with mathematics. (4-PS4-2)

4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4-PS4-2)

4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (4-LS1-1)

Waves: Waves and Information

Students who demonstrate understanding can:

4-PS4-1 **Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.** [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.] [Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.]

4-PS4-3 **Generate and compare multiple solutions that use patterns to transfer information.*** [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1s and 0s representing black and white to send information about a picture, or using Morse code to send text.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model using an analogy, example, or abstract representation to describe a scientific principle. (4-PS4-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-PS4-3)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Science findings are based on recognizing patterns. (4-PS4-1)

Disciplinary Core Ideas

PS4.A: Wave Properties

- Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (4-PS4-1)
- Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1)

PS4.C: Information Technologies and Instrumentation

- Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)

ETS1.C: Optimizing The Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (4-PS4-3)

Crosscutting Concepts

Patterns

- Similarities and differences in patterns can be used to sort and classify natural phenomena. (4-PS4-1)
- Similarities and differences in patterns can be used to sort and classify designed products. (4-PS4-3)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Knowledge of relevant scientific concepts and research findings is important in engineering. (4-PS4-3)

Connections to other DCIs in fourth grade: **4.PS3.A** (4-PS4-1); **4.PS3.B** (4-PS4-1); **4.ETS1.A** (4-PS4-3)

Connections to other DCIs across grade levels: **K-2.ETS1.A** (4-PS4-3); **1.PS4.C** (4-PS4-3); **K-2.ETS1.B** (4-PS4-3); **K-2.ETS1.C** (4-PS4-3); **3.PS2.A** (4-PS4-3); **6-8.ETS1.B** (4-PS4-3); **8.PS4.A** (4-PS4-1); **8.PS4.C** (4-PS4-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-PS4-3)

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-PS4-3)

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-PS4-1)

Mathematics –

MP.4 Model with mathematics. (4-PS4-1)

4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4-PS4-1)

Energy

Students who demonstrate understanding can:

4-PS3-1 **Use evidence to construct an explanation relating the speed of an object to the energy of that object.** [Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]

4-PS3-2 **Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.** [Assessment Boundary: Assessment does not include quantitative measurements of energy.]

4-PS3-3 **Ask questions and predict outcomes about the changes in energy that occur when objects collide.** [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.] [Assessment Boundary: Assessment does not include quantitative measurements of energy.]

4-PS3-4 **Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*** [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion, light, or sound energy; or, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, and time to design the device.] [Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.]

4-ESS3-1 **Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.** [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, or sunlight; non-renewable energy resources are fossil fuels or fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from the burning of fossil fuels.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.

- Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. (4-PS3-3)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (4-PS3-2)

Disciplinary Core Ideas

PS3.A: Definitions of Energy

- The faster a given object is moving, the more energy it possesses. (4-PS3-1)
- Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2, 4-PS3-3)

PS3.B: Conservation of Energy and Energy Transfer

- Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (4-PS3-2, 4-PS3-3)
- Light also transfers energy from place to place. (4-PS3-2)
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-2, 4-PS3-4)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (4-ESS3-1)

Energy and Matter

- Energy can be transferred in various ways and between objects. (4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Knowledge of relevant scientific concepts and research findings is important in engineering. (4-ESS3-1)

Influence of Engineering, Technology, and Science on Society and the Natural World

- Over time, people's needs and wants change, as do their demands for new and improved technologies. (4-ESS3-1)
- Engineers improve existing technologies or develop new ones. (4-PS3-4)

Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. ▪ Use evidence (e.g., measurements, observations, patterns) to construct an explanation. (4-PS3-1) ▪ Apply scientific ideas to solve design problems. (4-PS3-4) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods. ▪ Obtain and combine information from books and other reliable media to explain phenomena. (4-ESS3-1)	**PS3.C: Relationship Between Energy and Forces** ▪ When objects collide, the contact forces transfer energy so as to change the objects' motions. (4-PS3-3) **PS3.D: Energy in Chemical Processes and Everyday Life** ▪ The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. (4-PS3-4) **ESS3.A: Natural Resources** ▪ Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1) **ETS1.A: Defining Engineering Problems** ▪ Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.(4-PS3-4)	**----------** **Connections to Nature of Science** **Science is a Human Endeavor** ▪ Most scientists and engineers work in teams. (4-PS3-4) ▪ Science affects everyday life. (4-PS3-4)

Connections to other DCIs in fourth grade: N/A

Connections to other DCIs across grade levels: **K.PS2.B** (4-PS3-3); **K-2.ETS1.A** (4-PS3-4); **K-2.ETS1.B** (4-PS3-4); **3.PS2.A** (4-PS3-3); **5.PS3.D** (4-PS3-4); **5.LS1.C** (4-PS3-4); **5.ESS3.C** (4-ESS3-1); **8.PS2.A** (4-PS3-3); **8.PS2.B** (4-PS3-2); **8.PS3.A** (4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4); **8.PS3.B** (4-PS3-2, 4-PS3-3, 4-PS3-4); **6.PS3.C** (4-PS3-3); **6.PS3.D** (4-ESS3-1); **6.ESS3.C** (4-ESS3-1); **6.ESS3.D** (4-ESS3-1); **6-8.ETS1.B** (4-PS3-4); **6-8.ETS1.C** (4-PS3-4); **7.ESS2.A** (4-ESS3-1); **7.ESS3.A** (4-ESS3-1); **8.PS4.B** (4-PS3-2)

Common Core State Standards Connections:
ELA/Literacy –

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-PS3-1)

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4-PS3-1)

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-PS3-1)

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4-PS3-1)

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-PS3-2, 4-PS3-3, 4-PS3-4, 4-ESS3-1)

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4, 4-ESS3-1)

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-PS3-1, 4-ESS3-1)

Mathematics –

MP.2 Reason abstractly and quantitatively. (4-ESS3-1)

MP.4 Model with mathematics. (4-ESS3-1)

4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4-ESS3-1)

4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4-PS3-4)

GRADE FOUR

Earth's Systems: Processes that Shape the Earth

Students who demonstrate understanding can:

4-ESS1-1 **Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.** [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]

4-ESS2-1 **Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.** [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, or volume of water flow.] [Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]

4-ESS2-2 **Analyze and interpret data from maps to describe patterns of Earth's features.** [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]

4-ESS3-2 **Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*** [Clarification Statement: Examples of solutions could include designing an earthquake resistant building or improving monitoring of volcanic activity.] [Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (4-ESS2-1)

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Analyze and interpret data to make sense of phenomena using logical reasoning. (4-ESS2-2)

Disciplinary Core Ideas

ESS1.C: The History of Planet Earth

- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)

ESS2.A: Earth Materials and Systems

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2)

ESS2.E: Biogeology

- Living things affect the physical characteristics of their regions. (4-ESS2-1)

Crosscutting Concepts

Patterns

- Patterns can be used as evidence to support an explanation. (4-ESS1-1, 4-ESS2-2)

Cause and Effect

- Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS2-1, 4-ESS3-2)

Connections to Engineering, Technology, and Applications of Science

Influence of Engineering, Technology, and Science on Society and the Natural World

- Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (4-ESS3-2)

Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. ▪ Identify the evidence that supports particular points in an explanation. (4-ESS1-1) ▪ Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-ESS3-2)	**ESS3.B: Natural Hazards** ▪ A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (4-ESS3-2) **ETS1.B: Designing Solutions to Engineering Problems** ▪ Testing a solution involves investigating how well it performs under a range of likely conditions.	**Connections to Nature of Science** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** ▪ Science assumes consistent patterns in natural systems. (4-ESS1-1)

Connections to other DCIs in fourth grade: **4.ETS1.C** (4-ESS3-2)

Connections to other DCIs across grade levels: **K-2.ETS1.A** (4-ESS3-2); **2.ESS1.C** (4-ESS1-1, 4-ESS2-1); **2.ESS2.A** (4-ESS2-1); **2.ESS2.B** (4-ESS2-2); **2.ESS2.C** (4-ESS2-2); **K-2.ETS1.B** (4-ESS3-2); **K-2.ETS1.C** (4-ESS3-2); **3.LS4.A** (4-ESS1-1); **5.ESS2.A** (4-ESS2-1); **5.ESS2.C** (4-ESS2-2); **6.ETS1.B** (4-ESS3-2); **7.ESS2.A** (4-ESS1-1, 4-ESS2-2, 4-ESS3-2); **7.ESS2.B** (4-ESS1-1, 4-ESS2-2); **7.ESS3.B** (4-ESS3-2);); **8.LS4.A** (4-ESS1-1); **8.ESS1.C** (4-ESS1-1, 4-ESS2-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-ESS3-2)

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (4-ESS2-2)

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-ESS3-2)

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS1-1, 4-ESS2-1)

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS1-1, 4-ESS2-1)

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-ESS1-1)

Mathematics –

MP.2 Reason abstractly and quantitatively. (4-ESS1-1, 4-ESS2-1, 4-ESS3-2)

MP.4 Model with mathematics. (4-ESS1-1, 4-ESS2-1, 4-ESS3-2)

MP.5 Use appropriate tools strategically. (4-ESS2-1)

4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (4-ESS1-1, 4-ESS2-1)

4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4-ESS2-1, 4-ESS2-2)

4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4-ESS3-2)

GRADE FOUR

Engineering, Technology, and Applications of Science

Students who demonstrate understanding can:

4-ETS1-1 **Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.**

4-ETS1-2 **Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.**

4-ETS1-3 **Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.

- Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (4-ETS1-1)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (4-ETS1-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (4-ETS1-2)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (4-ETS1-1)

ETS1.B: Developing Possible Solutions

- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (4-ETS1-2)
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (4-ETS1-2)
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (4-ETS1-3)

ETS1.C: Optimizing the Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (4-ETS1-3)

Crosscutting Concepts

Influence of Science, Engineering, and Technology on Society and the Natural World

- People's needs and wants change over time, as do their demands for new and improved technologies. (4-ETS1-1)
- Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (4-ETS1-2)

Connections to 3-5-ETS1.A: Defining and Delimiting Engineering Problems include: **Fourth Grade:** (4-PS3-4)
Connections to 3-5-ETS1.B: Designing Solutions to Engineering Problems include: **Fourth Grade:** (4-ESS3-2)
Connections to 3-5-ETS1.C: Optimizing the Design Solution include: **Fourth Grade:** (4-PS4-3)

Connections to other DCIs across grade levels: **K-2.ETS1.A** (4-ETS1-1, 4-ETS1-2, 4-ETS1-3); **K-2.ETS1.B** (4-ETS1-2); **K-2.ETS1.C** (4-ETS1-2, 4-ETS1-3); **6-8.ETS1.A** (4-ETS1-1); **6-8.ETS1.B** (4-ETS1-1, 4-ETS1-2, 4-ETS1-3); **6-8.ETS1.C** (4-ETS1-2, 4-ETS1-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (3-ETS1-2)

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (4-ETS1-2)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (4-ETS1-2)

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (4-ETS1-1, 4-ETS1-3)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (4-ETS1-1, 4-ETS1-3)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-ETS1-1, 4-ETS1-3)

Mathematics –

MP.2 Reason abstractly and quantitatively. (4-ETS1-1, 4-ETS1-2, 4-ETS1-3)

MP.4 Model with mathematics. (4-ETS1-1, 4-ETS1-2, 4-ETS1-3)

MP.5 Use appropriate tools strategically. (4-ETS1-1, 4-ETS1-2, 4-ETS1-3)

3-5.OA Operations and Algebraic Thinking (4-ETS1-1, 4-ETS1-2)

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ARKANSAS

K-12 SCIENCE STANDARDS

EDUCATION FOR A NEW GENERATION

Grades 5-8

2015

Grades 5-8 Science Core Ideas and Topics

Reference the Arkansas K-12 Science Standards Learning Progressions and Standards Overviews at www.arkansased.gov for more detailed learning progressions by topic and Disciplinary Core Idea (DCI) as well as in depth descriptions of the science and engineering practices, crosscutting concepts, and core ideas in each grade level.

Grade 5	PHYSICAL SCIENCES	LIFE SCIENCES	EARTH and SPACE SCIENCES	
	5. Structure and Properties of Matter	5. Matter and Energy in Organisms and Ecosystems	5. Earth's Systems	5. Space Systems
ENGINEERING, TECHNOLOGY, and APPLICATIONS of SCIENCE 5. Engineering Design				

Grade 6	PHYSICAL SCIENCES	LIFE SCIENCES		EARTH and SPACE SCIENCES		
	6. Energy	6. Structure, Function, and Information Processing	6. Growth, Development, and Reproduction of Organisms	6. Earth's Systems	6. Human Impacts	6. Weather and Climate

Grade 7	PHYSICAL SCIENCES		LIFE SCIENCES		EARTH and SPACES SCIENCES		
	7. Structure and Properties of Matter	7. Chemical Reactions	7. Interdependent Relationships in Ecosystems	7. Matter and Energy in Organisms and Ecosystems	7. Earth's Systems	7. History of Earth	7. Human Impacts

Grade 8	PHYSICAL SCIENCES		LIFE SCIENCES		EARTH and SPACES SCIENCES		
	8. Waves and Electromagnetic Radiation	8. Forces and Interactions	8. Growth, Development, and Reproduction of Organisms	8. Natural Selection and Adaptations	8. Energy	8. Space Systems	8. History of Earth
ENGINEERING, TECHNOLOGY, and APPLICATIONS of SCIENCE 6-8. Engineering Design							

The *Arkansas K-12 Science Standards* for Grades 5-8 is a curriculum framework of grade level student performance expectations based on the core ideas of the physical sciences (PS), life sciences (LS), earth and space sciences (ESS), and engineering (ETS) from *A Framework for K-12 Science Education* (NRC 2012). The performance expectations build logically from Grades K-4 to Grades 5-8. The performance expectations clarify what students need to know and be able to do at the end of each grade. Student performance expectations consist of three dimensions: science and engineering practices, disciplinary core ideas, and crosscutting concepts. Engineering performance expectations are meant to be integrated into science instruction to support the learning of science phenomena at all levels from Kindergarten to Grade 12.

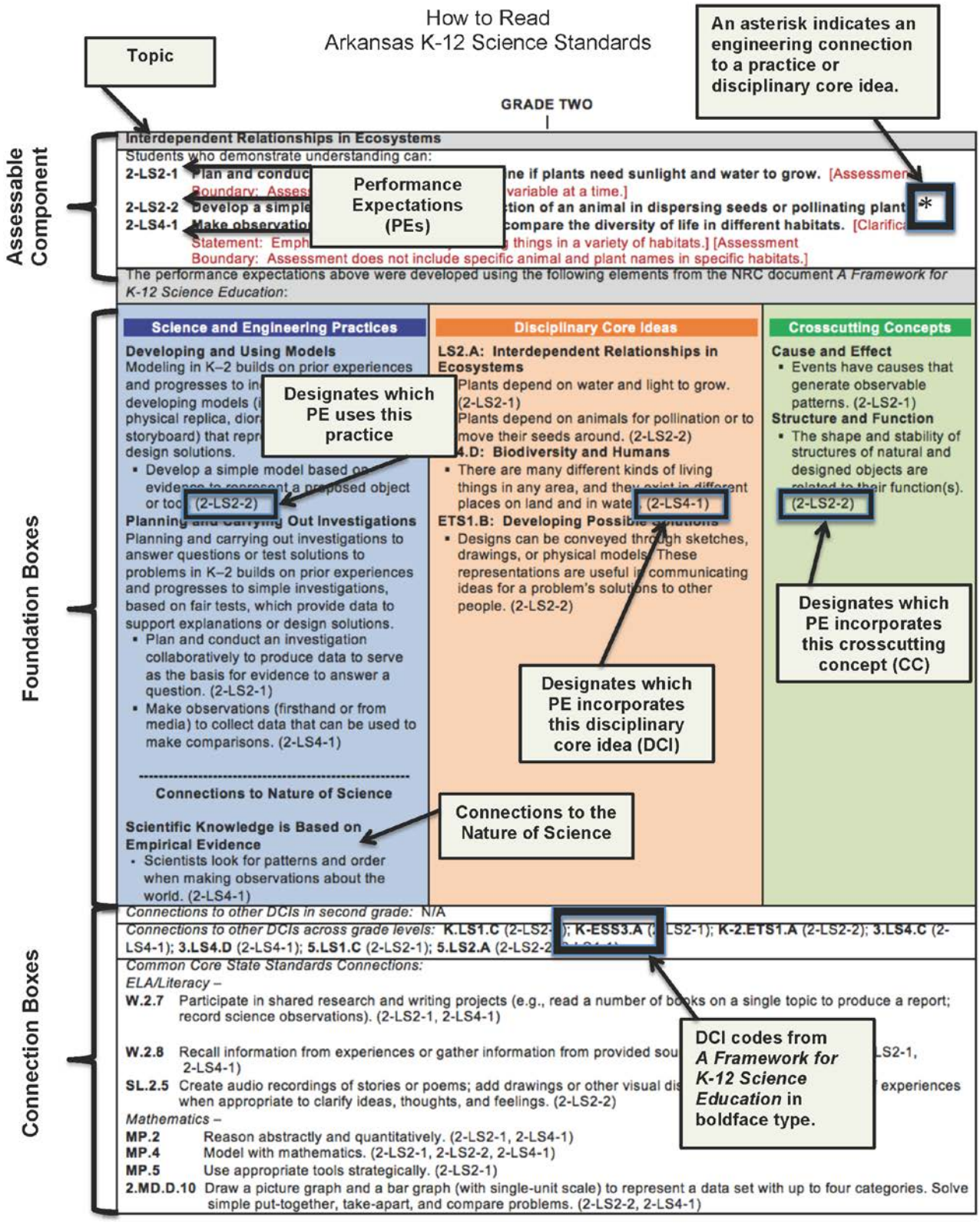
As part of teaching the Arkansas K-12 Science Standards, it will be important to instruct and guide students in adopting appropriate safety precautions for their student-directed science investigations. Reducing risk and preventing accidents in science classrooms begin with planning. There are four recommended steps in carrying out a hazard and risk assessment for any planned lab investigation.

1) Identify all hazards. Hazards may be physical, chemical, health, or environmental.
2) Evaluate the type of risk associated with each hazard.
3) Write the procedure and all necessary safety precautions in such a way as to eliminate or reduce the risk associated with each hazard.
4) Prepare for any emergency that might arise in spite of all of the required safety precautions.

According to Arkansas Code Annotated § 6-10-113 (2012) for eye protection, every student and teacher in public schools participating in any chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids is required to wear industrial-quality eye protective devices (eye goggles) at all times while participating in science investigations.

Notes:

1. Student Performance Expectations (PEs) may be taught in any sequence or grouping within a grade level.
2. An asterisk (*) indicates an engineering connection to a practice, core idea, or crosscutting concept.
3. The Clarification Statements are examples and additional guidance for the instructor. **AR** indicates Arkansas-specific Clarification Statements.
4. The Assessment Boundaries delineate content that may be taught but not assessed in large-scale assessments. **AR** indicates Arkansas-specific Assessment Boundaries.
5. The examples given (e.g.,) are suggestions for the instructor.
6. Throughout this document, connections are provided to the nature of science as defined by *A Framework for K-12 Science Education* (NRC 2012).
7. Throughout this document, connections are provided to Engineering, Technology, and Applications of Science as defined by *A Framework for K-12 Science Education* (NRC 2012).
8. Each set of PEs lists connections to other disciplinary core ideas (DCIs) within the Arkansas K-12 Science Standards and to the Common Core State Standards (CCSS) in English Language Arts (ELA)/Literacy and Mathematics.


How to Read
Arkansas K-12 Science Standards
Topic
An asterisk indicates an engineering connection to a practice or disciplinary core idea.
GRADE TWO
Assessable Component
Performance Expectations (PEs)
Interdependent Relationships in Ecosystems
Students who demonstrate understanding can:
2-LS2-1
2-LS2-2
2-LS4-1
Boundary: Assess
Statement: Emph
Boundary: Assessment does not include specific animal and plant names in specific habitats.]
The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:
Foundation Boxes
Science and Engineering Practices
Developing and Using Models
Modeling in K–2 builds on prior experiences and progresses to in
developing models (
physical replica, dior
storyboard) that repr
design solutions.
Develop a simple model based on
evidence to represent a proposed object
or too
(2-LS2-2)
Designates which PE uses this practice
Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.
Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)
Make observations (firsthand or from media) to collect data that can be used to make comparisons. (2-LS4-1)
Connections to Nature of Science
Scientific Knowledge is Based on Empirical Evidence
Scientists look for patterns and order when making observations about the world. (2-LS4-1)
Disciplinary Core Ideas
LS2.A: Interdependent Relationships in Ecosystems
Plants depend on water and light to grow. (2-LS2-1)
Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)
4.D: Biodiversity and Humans
There are many different kinds of living things in any area, and they exist in different places on land and in wate
(2-LS4-1)
ETS1.B: Developing Possible
Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (2-LS2-2)
Designates which PE incorporates this disciplinary core idea (DCI)
Connections to the Nature of Science
Crosscutting Concepts
Cause and Effect
Events have causes that generate observable patterns. (2-LS2-1)
Structure and Function
The shape and stability of structures of natural and designed objects are
related to their function(s).
(2-LS2-2)
Designates which PE incorporates this crosscutting concept (CC)
Connection Boxes
Connections to other DCIs in second grade: N/A
Connections to other DCIs across grade levels: K.LS1.C (2-LS2-
); K-ESS3.A (
LS2-1); K-2.ETS1.A (2-LS2-2); 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS1.C (2-LS2-1); 5.LS2.A (2-LS2-2
DCI codes from A Framework for K-12 Science Education in boldface type.
Common Core State Standards Connections:
ELA/Literacy –
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1, 2-LS4-1)
W.2.8 Recall information from experiences or gather information from provided sou
LS2-1, 2-LS4-1)
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual dis
experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2)
Mathematics –
MP.2 Reason abstractly and quantitatively. (2-LS2-1, 2-LS4-1)
MP.4 Model with mathematics. (2-LS2-1, 2-LS2-2, 2-LS4-1)
MP.5 Use appropriate tools strategically. (2-LS2-1)
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2, 2-LS4-1)

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GRADE FIVE

Earth's Systems

Students who demonstrate understanding can:

5-ESS2-1 **Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.** [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; or the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]

5-ESS2-2 **Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.** [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]

5-ESS3-1 **Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model using an example to describe a scientific principle. (5-ESS2-1)

Using Mathematics and Computational Thinking

Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.

- Describe and graph quantities such as area and volume to address scientific questions. (5-ESS2-2)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.

- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (5-ESS3-1)

Disciplinary Core Ideas

ESS2.A: Earth Materials and Systems

- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2)

ESS3.C: Human Impacts on Earth Systems

- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)

Crosscutting Concepts

Scale, Proportion, and Quantity

- Standard units are used to measure and describe physical quantities such as weight, and volume. (5-ESS2-2)

Systems and System Models

- A system can be described in terms of its components and their interactions. (5-ESS2-1, 5-ESS3-1)

Connections to Nature of Science

Science Addresses Questions About the Natural and Material World

- Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1)

Connections to other Disciplinary Core Ideas (DCIs) in fifth grade: N/A

Connections to other DCIs across grade levels: **2.ESS2.A** (5-ESS2-1); **2.ESS2.C** (5-ESS2-2); **3.ESS2.D** (5-ESS2-1); **4.ESS2.A** (5-ESS2-1); **7.ESS2.A** (5-ESS2-1); **7.ESS2.C** (5-ESS2-1, 5-ESS2-2); **6.ESS2.D** (5-ESS2-1); **7.ESS3.A** (5-ESS2-2, 5-ESS3-1)**; 6.ESS3.C** (5-ESS3-1); **6.ESS3.D** (5-ESS3-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS3-1)

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS2-1, 5-ESS2-2, 5-ESS3-1)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ESS2-2, 5-ESS3-1)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1)

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS2-1, 5-ESS2-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (5-ESS2-1, 5-ESS2-2, 5-ESS3-1)

MP.4 Model with mathematics. (5-ESS2-1, 5-ESS2-2, 5-ESS3-1)

5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS2-1)

GRADE FIVE

Space Systems

Students who demonstrate understanding can:

5-PS2-1 **Support an argument that the gravitational force exerted by Earth on objects is directed down.** [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

5-ESS1-1 **Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.** [Assessment Boundary: Assessment is limited to relative distances rather than sizes of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, or stage).]

5-ESS1-2 **Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.** [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and select stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2)

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (5-PS2-1, 5-ESS1-1)

Disciplinary Core Ideas

PS2.B: Types of Interactions

- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)

ESS1.A: The Universe and its Stars

- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1)

ESS1.B: Earth and the Solar System

- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)

Crosscutting Concepts

Patterns

- Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (5-ESS1-2)

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)

Scale, Proportion, and Quantity

- Natural objects exist from the very small to the immensely large. (5-ESS1-1)

Connections to other DCIs in fifth grade: N/A

Connections to other DCIs across grade levels: **1.ESS1.A** (5-ESS1-2); **1.ESS1.B** (5-ESS1-2); **3.PS2.A** (5-PS2-1, 5-ESS1-2); **3.PS2.B** (5-PS2-1); **8.PS2.B** (5-PS2-1); **8.ESS1.A** (5-ESS1-1, 5-ESS1-2); **8.ESS1.B** (5-PS2-1, 5-ESS1-1, 5-ESS1-2); **7.ESS2.C** (5-PS2-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-PS2-1, 5-ESS1-1)

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS1-1)

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5-ESS1-1)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-PS2-1, 5-ESS1-1)

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-PS2-1, 5-ESS1-1)

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (5-ESS1-1, 5-ESS1-2)

MP.4 Model with mathematics. (5-ESS1-1, 5-ESS1-2)

5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)

5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS1-2)

GRADE FIVE

Structure and Properties of Matter

Students who demonstrate understanding can:

5-PS1-1 **Develop a model to describe that matter is made of particles too small to be seen.** [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

5-PS1-2 **Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.** [**AR** Clarification Statement: Examples could include chemical reactions that form new substances or physical changes including phase changes, dissolving, and mixing.] [**AR** Assessment Boundary: Assessment does not include distinguishing mass from weight or reactions that involve gases.]

5-PS1-3 **Make observations and measurements to identify materials based on their properties.** [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass from weight.]

5-PS1-4 **Conduct an investigation to determine whether the mixing of two or more substances results in new substances.** [**AR** Clarification Statement: Examples of qualitative evidence could include temperature change, color change, odor change, and the formation of a gas to determine if a new substance has formed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model to describe phenomena. (5-PS1-1)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4)
- Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3)

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter

- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (5-PS1-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2)
- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3)

PS1.B: Chemical Reactions

- When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4)
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4)

Scale, Proportion, and Quantity

- Natural objects exist from the very small to the immensely large. (5-PS1-1)
- Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2, 5-PS1-3)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes consistent patterns in natural systems. (5-PS1-2)

Using Mathematics and Computational Thinking Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions. ▪ Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)		

Connections to other DCIs in fifth grade: N/A

Connections to other DCIs across grade levels: **2.PS1.A** (5-PS1-1, 5-PS1-2, 5-PS1-3); **2.PS1.B** (5-PS1-2, 5-PS1-4); **7.PS1.A** (5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4); **7.PS1.B** (5-PS1-2, 5-PS1-4)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS1-1)

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-PS1-2, 5-PS1-3, 5-PS1-4)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-PS1-2, 5-PS1-3, 5-PS1-4)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-PS1-2, 5-PS1-3, 5-PS1-4)

Mathematics –

MP.2 Reason abstractly and quantitatively. (5-PS1-1, 5-PS1-2, 5-PS1-3)

MP.4 Model with mathematics. (5-PS1-1, 5-PS1-2, 5-PS1-3)

MP.5 Use appropriate tools strategically. (5-PS1-2, 5-PS1-3)

5.NBT.A.1 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-PS1-1)

5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5-PS1-1)

5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (5-PS1-2)

5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5-PS1-1)

5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm., cubic in., cubic ft., and improvised units. (5-PS1-1)

GRADE FIVE

Matter and Energy in Organisms and Ecosystems

Students who demonstrate understanding can:

5-PS3-1 **Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.** [Clarification Statement: Examples of models could include diagrams and flow charts.]

5-LS1-1 **Support an argument that plants get the materials they need for growth chiefly from air and water.** [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]

5-LS2-1 **Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.** [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Use models to describe phenomena. (5-PS3-1)
- Develop a model to describe phenomena. (5-LS2-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (5-LS1-1)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Science explanations describe the mechanisms for natural events. (5-LS2-1)

Disciplinary Core Ideas

PS3.D: Energy in Chemical Processes and Everyday Life

- The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (5-PS3-1)

LS1.C: Organization for Matter and Energy Flow in Organisms

- Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1)
- Plants acquire their material for growth chiefly from air and water. (5-LS1-1)

LS2.A: Interdependent Relationships in Ecosystems

- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1)

Crosscutting Concepts

Systems and System Models

- A system can be described in terms of its components and their interactions. (5-LS2-1)

Energy and Matter

- Matter is transported into, out of, and within systems. (5-LS1-1)
- Energy can be transferred in various ways and between objects. (5-PS3-1)

	LS2.B: Cycles of Matter and Energy Transfer in Ecosystems ▪ Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)	

Connections to other DCIs in fifth grade: **5.PS1.A** (5-LS1-1, 5-LS2-1); **5.ESS2.A** (5-LS2-1)

Connections to other DCIs across grade levels: **K.LS1.C** (5-PS3-1, 5-LS1-1); **2.PS1.A** (5-LS2-1); **2.LS2.A** (5-PS3-1, 5-LS1-1); **2.LS4.D** (5-LS2-1); **4.PS3.A** (5-PS3-1); **4.PS3.B** (5-PS3-1); **4.PS3.D** (5-PS3-1); **4.ESS2.E** (5-LS2-1); **6.PS3.D** (5-PS3-1, 5-LS2-1); **8.PS4.B** (5-PS3-1); **6.LS1.C** (5-PS3-1, 5-LS1-1, 5-LS2-1); **7.LS2.A** (5-LS2-1); **7.LS2.B** (5-PS3-1, 5-LS2-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-LS1-1)

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS3-1, 5-LS2-1)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-LS1-1)

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-LS1-1)

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-PS3-1, 5-LS2-1)

Mathematics –

MP.2 Reason abstractly and quantitatively. (5-LS1-1, 5-LS2-1)

MP.4 Model with mathematics. (5-LS1-1, 5-LS2-1)

MP.5 Use appropriate tools strategically. (5-LS1-1)

5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5-LS1-1)

GRADE FIVE

Engineering, Technology, and Applications of Science

Students who demonstrate understanding can:

5-ETS1-1 **Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.**

5-ETS1-2 **Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.**

5-ETS1-3 **Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.

- Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (5-ETS1-1)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-ETS1-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (5-ETS1-2)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (5-ETS1-1)

ETS1.B: Developing Possible Solutions

- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (5-ETS1-2)
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (5-ETS1-2)
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (5-ETS1-3)

ETS1.C: Optimizing the Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (5-ETS1-3)

Crosscutting Concepts

Influence of Science, Engineering, and Technology on Society and the Natural World

- People's needs and wants change over time, as do their demands for new and improved technologies. (5-ETS1-1)
- Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (5-ETS1-2)

Connections to 3-5.ETS1.A: Defining and Delimiting Engineering Problems include: **Fourth Grade:** (4-PS3-4)
Connections to 3-5.ETS1.B: Designing Solutions to Engineering Problems include: **Fourth Grade:** (4-ESS3-2)
Connections to K-2.ETS1.C: Optimizing the Design Solution include: **Fourth Grade: (**4-PS4-3)

Connections to other DCIs across grade levels: **K-2.ETS1.A** (5-ETS1-1, 5-ETS1-2, 5-ETS1-3); **K-2.ETS1.B** (5-ETS1-2); **K-2.ETS1.C** (5-ETS1-2, 5-ETS1-3); **6-8.ETS1.A** (5-ETS1-1); **6-8.ETS1.B** (5-ETS1-1, 5-ETS1-2, 5-ETS1-3); **6-8.ETS1.C** (5-ETS1-2, 5-ETS1-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ETS1-2)

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ETS1-2)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ETS1-2)

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-ETS1-1, 5-ETS1-3)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ETS1-1, 5-ETS1-3)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ETS1-1, 5-ETS1-3)

Mathematics –

3.0A Operations and Algebraic Thinking (3-ETS1-1, 3-ETS1-2)

MP.2 Reason abstractly and quantitatively. (5-ETS1-1, 5-ETS1-2, 5-ETS1-3)

MP.4 Model with mathematics. (5-ETS1-1, 5-ETS1-2, 5-ETS1-3)

MP.5 Use appropriate tools strategically. (5-ETS1-1, 5-ETS1-2, 5-ETS1-3)

3-5.OA Operations and Algebraic Thinking (5-ETS1-1, 5-ETS1-2)

GRADE SIX

Energy

Students who demonstrate understanding can:

6-PS3-3 **Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.*** [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a polystyrene foam cup.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

6-PS3-4 **Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.** [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice have melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]

6-PS3-5 **Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.** [**AR** Clarification Statement: Examples of empirical evidence used in arguments could include a diagram, flowchart, or other representation of the energy before and after the transfer in the form of temperature changes or motion of an object.] [Assessment Boundary: Assessment does not include calculations of energy.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.

- Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (6-PS3-4)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system. (6-PS3-3)

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed worlds.

- Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. (6-PS3-5)

Disciplinary Core Ideas

PS3.A: Definitions of Energy

- Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (6-PS3-3, 6-PS3-4)

PS3.B: Conservation of Energy and Energy Transfer

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (6-PS3-5)
- The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (6-PS3-4)
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (6-PS3-3)

Crosscutting Concepts

Scale, Proportion, and Quantity

- Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. (6-PS3-4)

Energy and Matter

- Energy may take different forms (e.g. energy in fields, thermal energy, and energy of motion). (6-PS3-5)
- The transfer of energy can be tracked as energy flows through a designed or natural system. (6-PS3-3)

---------- **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations (6-PS3-4, 6-PS3-5)	**ETS1.A: Defining and Delimiting an Engineering Problem** ▪ The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (6-PS3-3) **ETS1.B: Developing Possible Solutions** ▪ A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (6-PS3-3)	

Connections to other DCIs in sixth grade: 6.**ESS2.D** (6-PS3-3, 6-PS3-4); 6.**ESS3.D** (6-PS3-4)

Connections to other DCIs across grade levels: **4.PS3.B** (6-PS3-3); **4.PS3.C** (6-PS3-4, 6-PS3-5); **7.PS1.B** (6-PS3-4); **8.PS3.A** (6-PS3-4, 6-PS3-5); **8.PS3.B** (6-PS3-3, 6-PS3-4, 6-PS3-5)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (6-PS3-5)
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (6-PS3-3, 6-PS3-4)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
WHST.6-8.1	Write arguments focused on discipline content. (6-PS3-5)
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (6-PS3-3, 6-PS3-4)

Mathematics –

MP.2	Reason abstractly and quantitatively.(6-PS3-4, 6-PS3-5)
6.RP.A.1	Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. (6-PS3-5)
7.RP.A.2	Recognize and represent proportional relationships between quantities. (6-PS3-5)
6.SP.B.5	Summarize numerical data sets in relation to their context. (6-PS3-4)

GRADE SIX

Structure, Function, and Information Processing

Students who demonstrate understanding can:

6-LS1-1 **Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.** [Clarification Statement: Emphasis is on gathering evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.]

6-LS1-2 **Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.** [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.]

6-LS1-3 **Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.** [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment is limited to circulatory, excretory, digestive, respiratory, muscular, and nervous systems. Assessment does not include the mechanism of one body system independent of others.]

6-LS1-8 **Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.** [Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop and use a model to describe phenomena. (6-LS1-2)

Planning and Carrying Out Investigations

Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.

- Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation. (6-LS1-1)

Disciplinary Core Ideas

LS1.A: Structure and Function

- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (6-LS1-1)
- Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (6-LS1-2)
- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (6-LS1-3)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural systems. (6-LS1-8)

Scale, Proportion, and Quantity

- Phenomena that can be observed at one scale may not be observable at another scale. (6-LS1-1)

Systems and System Models

- Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. (6-LS1-3)

Structure and Function

- Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts; therefore complex natural structures/systems can be analyzed to determine how they function. (6-LS1-2)

Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s). ▪ Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon. (6-LS1-3) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods. ▪ Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (6-LS1-8)	**LS1.D: Information Processing** ▪ Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. (6-LS1-8)	**----------** **Connections to Engineering, Technology, and Applications of Science** **Interdependence of Science, Engineering, and Technology** ▪ Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (6-LS1-1) **----------** **Connections to Nature of Science** **Science is a Human Endeavor** ▪ Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. (6-LS1-3)

Connections to other DCIs in sixth grade: N/A

Connections to other DCIs across grade levels: **4.LS1.A** (6-LS1-2); **4.LS1.D** (6-LS1-8)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (6-LS1-3)

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6-LS1-3)

WHST.6-8.1 Write arguments focused on discipline content. (6-LS1-3)

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (6-LS1-1)

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (6-LS1-8)

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (6-LS1-2)

Mathematics –

6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (6-LS1-1, 6-LS1-2, 6-LS1-3)

GRADE SIX

Growth, Development, and Reproduction of Organisms

Students who demonstrate understanding can:

6-LS1-4 **Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.** [Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]

6-LS1-5 **Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.** [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.] [Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.]

6-LS3-2 **Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.** [Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop and use a model to describe phenomena. (6-LS3-2)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.

- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (6-LS1-5)

Disciplinary Core Ideas

LS1.B: Growth and Development of Organisms

- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (6-LS3-2)
- Animals engage in characteristic behaviors that increase the odds of reproduction. (6-LS1-4)
- Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (6-LS1-4)
- Genetic factors as well as local conditions affect the growth of the adult plant. (6-LS1-5)
- Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (6-LS3-2)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural systems. (6-LS3-2)
- Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (6-LS1-4, 6-LS1-5)

Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s). ▪ Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (6-LS1-4)	**LS3.B: Variation of Traits** ▪ In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (6-LS3-2)	

Connections to other DCIs in sixth grade: N/A

Connections to other DCIs across grade levels: **3.LS1.B** (6-LS1-4, 6-LS1-5); **3.LS3.A** (6-LS1-5, 6-LS3-2); **3.LS3.B** (6-LS3-2); **7.LS2.A** (6-LS1-4, 6-LS1-5); **7.LS2.D** (6-LS1-4); **8.LS3.A** (6-LS3-2)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (6-LS1-4, 6-LS1-5, 6-LS3-2)

RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (6-LS1-5)

RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (6-LS3-2)

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (6-LS3-2)

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6-LS1-4)

WHST.6-8.1 Write arguments focused on discipline content. (6-LS1-4)

WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6-LS1-5)

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (6-LS1-5)

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (6-LS3-2)

Mathematics –

MP.4 Model with mathematics. (6-LS3-2)

6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (6-LS1-4, 6-LS1-5)

6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (6-LS1-4, 6-LS1-5)

6.SP.B.5 Summarize numerical data sets in relation to their context. (6-LS3-2)

Earth's Systems

Students who demonstrate understanding can:

6-ESS2-4 **Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.** [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] [Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop a model to describe unobservable mechanisms. (6-ESS2-4)

Disciplinary Core Ideas

ESS2.C: The Roles of Water in Earth's Surface Processes

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (6-ESS2-4)
- Global movements of water and its changes in form are propelled by sunlight and gravity. (6-ESS2-4)

Crosscutting Concepts

Energy and Matter

- Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter. (6-ESS2-4)

Connections to other DCIs in sixth grade: **6.PS3.D** (6-ESS2-4)

Connections to other DCIs across grade levels: **3.PS2.A** (6-ESS2-4); **4.PS3.B** (6-ESS2-4); **5.PS2.B** (6-ESS2-4); **5.ESS2.C** (6-ESS2-4); **7.ESS2.C** (6-ESS2-4); **8.PS2.B** (6-ESS2-4); **8.PS3.B** (6-ESS2-4); **8.PS4.B** (6-ESS2-4)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (6-ESS2-4)

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (6-ESS2-4)

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (6-ESS2-4)

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (6-ESS2-4)

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (6-ESS2-4)

Mathematics –

MP.4 Model with mathematics. (6-ESS2-4)

Human Impacts

Students who demonstrate understanding can:

6-ESS3-3 **Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*** [Clarification Statement: Examples of the design process could include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts could include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]

6-ESS3-4 **Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.** [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations or the rates of consumption of food and natural resources (such as freshwater, minerals, or energy). Examples of impacts could include changes to the appearance, composition, or structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific principles to design an object, tool, process or system. (6-ESS3-3)

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

- Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (6-ESS3-4)

Disciplinary Core Ideas

ESS3.C: Human Impacts on Earth Systems

- Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. (6-ESS3-3)
- Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (6-ESS3-3, 6-ESS3-4)

Crosscutting Concepts

Cause and Effect

- Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. (6-ESS3-3)
- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (6-ESS3-4)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering, and Technology on Society and the Natural World

- All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (6-ESS3-4)
- The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (6-ESS3-3)

		---------- **Connections to Nature of Science** **Science Addresses Questions About the Natural and Material World** ▪ Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (6-ESS3-4)

Connections to other DCIs in sixth grade: N/A

Connections to other DCIs across grade levels: **3.LS2.C** (6-ESS3-3, 6-ESS3-4); **3.LS4.D** (6-ESS3-3, 6-ESS3-4); **5.ESS3.C** (6-ESS3-3, 6-ESS3-4); **7.LS2.A** (6-ESS3-4); **7.LS2.C** (6-ESS3-3, 6-ESS3-4);); **7.ESS2.C** (6-ESS3-3); **7.ESS3.A** (6-ESS3-4); **8.LS4.C** (6-ESS3-3, 6-ESS3-4); **8.LS4.D** (6-ESS3-3, 6-ESS3-4)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (6-ESS3-4)

WHST.6-8.1 Write arguments focused on discipline content. (6-ESS3-4)

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (6-ESS3-3)

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (6-ESS3-3)

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (6-ESS3-4)

Mathematics –

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (6-ESS3-3, 6-ESS3-4)

7.RP.A.2 Recognize and represent proportional relationships between quantities. (6-ESS3-3, 6-ESS3-4)

6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.(6-ESS3-3, 6-ESS3-4)

7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (6-ESS3-3, 6-ESS3-4)

Weather and Climate

Students who demonstrate understanding can:

6-ESS2-5 **Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.** [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, or visualizations) or obtained through laboratory experiments (such as with condensation).] [Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.]

6-ESS2-6 **Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.** [Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models could be diagrams, maps and globes, or digital representations.] [Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.]

6-ESS3-5 **Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.** [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, or agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence could include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide or methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in 6–8 builds on K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

- Ask questions to identify and clarify evidence of an argument. (6-ESS3-5)

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop and use a model to describe phenomena. (6-ESS2-6)

Planning and Carrying Out Investigations

Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.

- Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. (6-ESS2-5)

Disciplinary Core Ideas

ESS2.C: The Roles of Water in Earth's Surface Processes

- The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (6-ESS2-5)
- Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (6-ESS2-6)

ESS2.D: Weather and Climate

- Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (6-ESS2-6)
- Because these patterns are so complex, weather can only be predicted probabilistically. (6-ESS2-5)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (6-ESS2-5)

Systems and System Models

- Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems. (6-ESS2-6)

Stability and Change

- Stability might be disturbed either by sudden events or gradual changes that accumulate over time. (6-ESS3-5)

	▪ The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (6-ESS2-6) **ESS3.D: Global Climate Change** ▪ Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (6-ESS3-5)	

Connections to other DCIs in sixth grade: N/A

Connections to other DCIs across grade levels: **3.PS2.A** (6-ESS2-6); **3.ESS2.D** (6-ESS2-5),(6-ESS2-6); **5.ESS2.A** (6-ESS2-5, 6-ESS2-6); **7.ESS2.A** (6-ESS2-6, 6-ESS3-5); **7.ESS2.C** (6-ESS2-5); **8.PS2.B** (6-ESS2-6); **8.PS3.B** (6-ESS2-6, 6-ESS3-5); **8.PS4.B** (6-ESS3-5); **8.ESS1.B** (6-ESS2-6)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (6-ESS2-5, 6-ESS3-5)
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (6-ESS2-5)
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (6-ESS2-5)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (6-ESS2-6)

Mathematics –

MP.2	Reason abstractly and quantitatively. (6-ESS2-5, 6-ESS3-5)
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (6-ESS2-5)
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (6-ESS3-5)
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (6-ESS3-5)

GRADE SIX

Engineering, Technology, and Applications of Science

Students who demonstrate understanding can:

6-ETS1-1 **Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**

6-ETS1-2 **Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**

6-ETS1-3 **Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.**

6-ETS1-4 **Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

- Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (6-ETS1-1)

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. (6-ETS1-4)

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to determine similarities and differences in findings. (6-ETS1-3)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (6-ETS1-1)

ETS1.B: Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (6-ETS1-4)
- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (6-ETS1-2, 6-ETS1-3)
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (6-ETS1-3)
- Models of all kinds are important for testing solutions. (6-ETS1-4)

ETS1.C: Optimizing the Design Solution

- Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign proces, some of those characteristics may be incorporated into the new design. (6-ETS1-3)

Crosscutting Concepts

Influence of Science, Engineering, and Technology on Society and the Natural World

- All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (6-ETS1-1)
- The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (6-ETS1-1)

Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world. ▪ Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (6-ETS1-2)	▪ The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (6-ETS1-4)	

Connections to 6-8.ETS1.A: Defining and Delimiting Engineering Problems include: **Physical Science:** (6-PS3-3)
Connections to 6-8.ETS1.B: Developing Possible Solutions Problems include: **Physical Science:** (7-PS1-6, 6-PS3-3); **Life Science:** (7-LS2-5)
Connections to 6-8.ETS1.C: Optimizing the Design Solution include: **Physical Science**: (7-PS1-6)

Connections to other DCIs across grade levels: **3-5.ETS1.A** (6-ETS1-1, 6-ETS1-2, 6-ETS1-3); **3-5.ETS1.B** (6-ETS1-2, 6-ETS1-3, 6-ETS1-4); **3-5.ETS1.C** (6-ETS1-1, 6-ETS1-2, 6-ETS1-3, 6-ETS1-4)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (6-ETS1-1, 6-ETS1-2, 6-ETS1-3)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (6-ETS1-3)
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (6-ETS1-2, 6-ETS1-3)
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (6-ETS1-2)
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (6-ETS1-1)
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research. (6-ETS1-2)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (6-ETS1-4)

Mathematics –

MP.2	Reason abstractly and quantitatively. (6-ETS1-1, 6-ETS1-2, 6-ETS1-3, 6-ETS1-4)
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (6-ETS1-1, 6-ETS1-2, 6-ETS1-3)
7.SP	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (6-ETS1-4)

Structure and Properties of Matter

Students who demonstrate understanding can:

7-PS1-1 **Develop models to describe the atomic composition of simple molecules and extended structures.** [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3-D ball and stick structures, or computer representations showing different molecules with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.]

7-PS1-3 **Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.** [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form a synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.]

7-PS1-4 **Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.** [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings or diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop a model to predict and/or describe phenomena. (7-PS1-1, 7-PS1-4)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (7-PS1-3)

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter

- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (7-PS1-1)
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (7-PS1-3)
- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (7-PS1-4)
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (7-PS1-4)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (7-PS1-1)
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (7-PS1-4)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (7-PS1-4)

Scale, Proportion, and Quantity

- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (7-PS1-1)

Structure and Function

- Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (7-PS1-3)

	PS1.B: Chemical Reactions ▪ Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (7-PS1-3) **PS3.A: Definitions of Energy** ▪ The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (secondary to 7-PS1-4) ▪ The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (7-PS1-4)	**Connections to Engineering, Technology, and Applications of Science** **Interdependence of Science, Engineering, and Technology** ▪ Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (7-PS1-3) **Influence of Science, Engineering and Technology on Society and the Natural World** ▪ The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (7-PS1-3)

Connections to other DCIs in seventh grade: **7.ESS2.C** (7-PS1-1),(7-PS1-4); **7.ESS3.A** (7-PS1-3)

Connections to other DCIs across grade levels: **5.PS1.A** (7-PS1-1); **8.PS3.A** (7-PS1-4); **8.LS4.D** (7-PS1-3); **8.ESS1.A** (7-PS1-1)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (7-PS1-3)

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (7-PS1-1, 7-PS1-4)

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (7-PS1-3)

Mathematics –

MP.2 Reason abstractly and quantitatively. (7-PS1-1)

MP.4 Model with mathematics. (7-PS1-1)

6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (7-PS1-1)

6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (7-PS1-4)

8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. (7-PS1-1)

Chemical Reactions

Students who demonstrate understanding can:

7-PS1-2 **Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.** [**AR** Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrochloric acid.] [Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]

7-PS1-5 **Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.** [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]

7-PS1-6 **Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.*** [**AR** Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical processes such as dissolving ammonium chloride or calcium chloride or chemical reactions such as burning.] [Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop a model to describe unobservable mechanisms. (7-PS1-5)

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to determine similarities and differences in findings. (7-PS1-2)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.

- Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. (7-PS1-6)

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter

- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (7-PS1-2)

PS1.B: Chemical Reactions

- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (7-PS1-2, 7-PS1-5)
- The total number of each type of atom is conserved, and thus the mass does not change. (7-PS1-5)
- Some chemical reactions release energy, others store energy. (7-PS1-6)

Crosscutting Concepts

Patterns

- Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (7-PS1-2)

Energy and Matter

- Matter is conserved because atoms are conserved in physical and chemical processes. (7-PS1-5)
- The transfer of energy can be tracked as energy flows through a designed or natural system. (7-PS1-6)

---------- **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations. (7-PS1-2) **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** ▪ Laws are regularities or mathematical descriptions of natural phenomena. (7-PS1-5)	**ETS1.B: Developing Possible Solutions** ▪ A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (7-PS1-6) **ETS1.C: Optimizing the Design Solution** ▪ Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design. *(*7-PS1-6) ▪ The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. *(*7-PS1-6)	

Connections to other DCIs in seventh grade: **7.LS2.B** (7-PS1-5); **7.ESS2.A** (7-PS1-2),(7-PS1-5)

Connections to other DCIs across grade levels: **5.PS1.B** (7-PS1-2, 7-PS1-5); **6.PS3.D** (7-PS1-6); **8.PS3.A** (7-PS1-6); **8.PS3.B** (7-PS1-6)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (7-PS1-2)
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (7-PS1-6)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (7-PS1-2, 7-PS1-5)
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (7-PS1-6)

Mathematics –

MP.2	Reason abstractly and quantitatively. (7-PS1-2, 7-PS1-5)
MP.4	Model with mathematics. (7-PS1-5)
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems. (7-PS1-2, 7-PS1-5)
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (7-PS1-2)
6.SP.B.5	Summarize numerical data sets in relation to their context. (7-PS1-2)

GRADE SEVEN

Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

7-LS2-2 **Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.** [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]

7-LS2-5 **Evaluate competing design solutions for maintaining biodiversity and ecosystem services.*** [Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, or prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena. (7-LS2-2)

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

- Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (7-LS2-5)

Disciplinary Core Ideas

LS2.A: Interdependent Relationships in Ecosystems

- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (7-LS2-2)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (7-LS2-5)

LS4.D: Biodiversity and Humans

- Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (7-LS2-5)

ETS1.B: Developing Possible Solutions

- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (7-LS2-5)

Crosscutting Concepts

Patterns

- Patterns can be used to identify cause and effect relationships. (7-LS2-2)

Stability and Change

- Small changes in one part of a system might cause large changes in another part. (7-LS2-5)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering, and Technology on Society and the Natural World

- The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (7-LS2-5)

Connections to Nature of Science

Science Addresses Questions About the Natural and Material World

- Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (7-LS2-5)

Connections to other DCIs in seventh grade: N/A
Connections to other DCIs across grade levels: **1.LS1.B** (7-LS2-2); **6.ESS3.C** (7-LS2-5); **6.ESS3.D** (7-LS2-5); **8.LS4.D** (7-LS2-5)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (7-LS2-2)
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (7-LS2-5)
RI.8.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (7-LS2-5)
WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7-LS2-2)
WHST.6-8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (7-LS2-2)
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (7-LS2-2)
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (7-LS2-2)

Mathematics –

MP.4	Model with mathematics. (7-LS2-5)
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems. (7-LS2-5)
6.SP.B.5	Summarize numerical data sets in relation to their context. (7-LS2-2)

Matter and Energy in Organisms and Ecosystems

Students who demonstrate understanding can:

7-LS1-6 **Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.** [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]

7-LS1-7 **Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.** [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]

7-LS2-1 **Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.** [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]

7-LS2-3 **Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.** [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]

7-LS2-4 **Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.** [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop a model to describe phenomena. (7-LS2-3)
- Develop a model to describe unobservable mechanisms. (7-LS1-7)

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to provide evidence for phenomena. (7-LS2-1)

Disciplinary Core Ideas

LS1.C: Organization for Matter and Energy Flow in Organisms

- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (7-LS1-6)
- Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (7-LS1-7)

LS2.A: Interdependent Relationships in Ecosystems

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (7-LS2-1)
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (7-LS2-1)
- Growth of organisms and population increases are limited by access to resources. (7-LS2-1)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (7-LS2-1)

Energy and Matter

- Matter is conserved because atoms are conserved in physical and chemical processes. (7-LS1-7)
- Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (7-LS1-6)
- The transfer of energy can be tracked as energy flows through a natural system. (7-LS2-3)

Stability and Change

- Small changes in one part of a system might cause large changes in another part. (7-LS2-4)

Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories. ▪ Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (7-LS1-6) **Engaging in Argument from Evidence** Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s). ▪ Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (7-LS2-4) **----------** **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical connections between evidence and explanations. (7-LS1-6) ▪ Science disciplines share common rules of obtaining and evaluating empirical evidence. (7-LS2-4)	**LS2.B: Cycle of Matter and Energy Transfer in Ecosystems** ▪ Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (7-LS2-3) **LS2.C: Ecosystem Dynamics, Functioning, and Resilience** ▪ Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (7-LS2-4) **PS3.D: Energy in Chemical Processes and Everyday Life** ▪ The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen. (7-LS1-6) ▪ Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials. (7-LS1-7)	**----------** **Connections to Nature of Science** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** ▪ Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (7-LS2-3)
Connections to other DCIs in seventh grade: **7.PS1.B** (7-LS1-6, 7-LS1-7, 7-LS2-3); **7.ESS2.A** (7-LS1-6, 7-LS2-3, 7-LS2-4); **7.ESS3.A** (7-LS2-1, 7-LS2-4)		
Connections to other DCIs across grade levels: **3.LS2.C** (7-LS2-1, 7-LS2-4); **3.LS4.D** (7-LS2-1, 7-LS2-4); **5.PS3.D** (7-LS1-6, 7-LS1-7); **5.LS1.C** (7-LS1-6, 7-LS1-7); **5.LS2.A** (7-LS1-6, 7-LS2-1, 7-LS2-3); **5.LS2.B** (7-LS1-6, 7-LS1-7, 7-LS2-3); **6.LS1.C** (7-LS1-6, 7-LS1-7, 7-LS2-3); **6.ESS2.D** (7-LS1-6); **6.ESS2.E** (7-LS2-4); **6.ESS3.C** (7-LS2-4); **8.PS3.B** (7-LS2-3); **8.LS4.C** (7-LS2-1, 7-LS2-4); **8.LS4.D** (7-LS2-1, 7-LS2-4)		

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (7-LS1-6, 7-LS2-1, 7-LS2-4)
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (7-LS1-6)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (7-LS2-1)
RI.8.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (7-LS2-4)
WHST.6-8.1	Write arguments to support claims with clear reasons and relevant evidence. (7-LS2-4)
WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7-LS1-6)
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research. (7-LS1-6, 7-LS2-4)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (7-LS1-7, 7-LS2-3)

Mathematics –

6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (7-LS1-6, 7-LS2-3)

Earth's Systems

Students who demonstrate understanding can:

7-ESS2-1 **Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.** [**AR** Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials. Arkansas specific examples are Karst topography, bauxite, and diamonds.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.]

7-ESS3-1 **Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.** [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop and use a model to describe phenomena. (7-ESS2-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (7-ESS3-1)

Disciplinary Core Ideas

ESS2.A: Earth's Materials and Systems

- All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (7-ESS2-1)

ESS3.A: Natural Resources

- Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (7-ESS3-1)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (7-ESS3-1)

Stability and Change

- Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale. (7-ESS2-1)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering, and Technology on Society and the Natural World

- All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (7-ESS3-1)

Connections to other DCIs in seventh grade: **7.PS1.A** (7-ESS2-1, 7-ESS3-1); **7.PS1.B** (7-ESS2-1, 7-ESS3-1); **7.LS2.B** (7-ESS2-1); **7.LS2.C** (7-ESS2-1)

Connections to other DCIs across grade levels: **4.PS3.B** (7-ESS2-1); **4.PS3.D** (7-ESS3-1); **4.ESS2.A** (7-ESS2-1);

4.ESS3.A (7-ESS3-1); **5.ESS2.A** (7-ESS2-1); **6.LS1.C** (7-ESS2-1, 7-ESS3-1); **6.ESS2.E** (7-ESS2-1); **8.PS3.B** (7-ESS2-1, 7-ESS3-1); **8.PS4.B** (7-ESS2-4)
Common Core State Standards Connections:
ELA/Literacy –
RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (7-ESS3-1)
WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7-ESS3-1)
WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (7-ESS3-1)
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (7-ESS2-1)
Mathematics –
6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (7-ESS3-1)
7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (7-ESS3-1)

GRADE SEVEN

History of Earth

Students who demonstrate understanding can:

7-ESS2-2 **Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.** [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.]

7-ESS2-3 **Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.** [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, or trenches).] [Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to provide evidence for phenomena. (7-ESS2-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.(7-ESS2-2)

Connections to Nature of Science

Scientific Knowledge is Open to Revision in Light of New Evidence

- Science findings are frequently revised and/or reinterpreted based on new evidence. (7-ESS2-3)

Disciplinary Core Ideas

ESS1.C: The History of Planet Earth

- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (7-ESS2-3)

ESS2.A: Earth's Materials and Systems

- The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (7-ESS2-2)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (7-ESS2-3)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (7-ESS2-2)

Crosscutting Concepts

Patterns

- Patterns in rates of change and other numerical relationships can provide information about natural systems. (7-ESS2-3)

Scale Proportion and Quantity

- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (7-ESS2-2)

Connections to other DCIs in seventh grade: **7.PS1.B** (7-ESS2-2); **7.LS2.B** (7-ESS2-2)

Connections to other DCIs across grade levels: **3.LS4.A** (7-ESS2-3); **3.ESS3.B** (7-ESS2-3); **4.ESS1.C** (7-ESS2-2, 7-ESS2-3); **4.ESS2.A** (7-ESS2-2); **4.ESS2.B** (7-ESS2-3); **4.ESS2.E** (7-ESS2-2); **4.ESS3.B** (7-ESS2-3); **5.ESS2.A** (7-ESS2-2); **6.PS3.D** (7-ESS2-2); **6.ESS2.D** (7-ESS2-2); **6.ESS2.E** (7-ESS2-2); **6.ESS3.D** (7-ESS2-2); **8.LS4.A** (7-ESS2-3); **8.LS4.C** (7-ESS2-3); **8.ESS1.C** (7-ESS2-2, 7-ESS2-3)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (7-ESS2-2, 7-ESS2-3)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (7-ESS2-3)
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (7-ESS2-3)
WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7-ESS2-2)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (7-ESS2-2)

Mathematics –

MP.2	Reason abstractly and quantitatively. (7-ESS2-2, 7-ESS2-3)
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (7-ESS2-2, 7-ESS2-3)
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (7-ESS1-4, 7-ESS2-2, 7-ESS2-3)

Human Impacts

Students who demonstrate understanding can:

7-ESS3-2 **Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.** [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to determine similarities and differences in findings. (7-ESS3-2)

Disciplinary Core Ideas

ESS3.B: Natural Hazards

- Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (7-ESS3-2)

Crosscutting Concepts

Patterns

- Graphs, charts, and images can be used to identify patterns in data. (7-ESS3-2)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering, and Technology on Society and the Natural World

- The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (7-ESS3-2)

Connections to other DCIs in seventh grade: N/A

Connections to other DCIs across grade levels: **3.ESS3.B** (7-ESS3-2); **4.ESS3.B** (7-ESS3-2); **6.ESS2.D** (7-ESS3-2); **6.ESS3.D** (7-ESS3-2)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. 7-ESS3-2)

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (7-ESS3-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (7-ESS3-2)

6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (7-ESS3-2)

7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (7-ESS3-2)

GRADE SEVEN

Engineering, Technology, and Applications of Science

Students who demonstrate understanding can:

7-ETS1-1 **Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**

7-ETS1-2 **Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**

7-ETS1-3 **Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.**

7-ETS1-4 **Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

- Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (7-ETS1-1)

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. (7-ETS1-4)

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to determine similarities and differences in findings. (7-ETS1-3)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (7-ETS1-1)

ETS1.B: Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (7-ETS1-4)
- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (7-ETS1-2, 7-ETS1-3)
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (7-ETS1-3)
- Models of all kinds are important for testing solutions. (7-ETS1-4)

ETS1.C: Optimizing the Design Solution

- Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design. (7-ETS1-3)

Crosscutting Concepts

Influence of Science, Engineering, and Technology on Society and the Natural World

- All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (7-ETS1-1)
- The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (7-ETS1-1)

Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world. ▪ Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (7-ETS1-2)	▪ The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (7-ETS1-4)	

Connections to 6-8.ETS1.A: Defining and Delimiting Engineering Problems include: **Physical Science:** (6-PS3-3)
Connections to 6-8.ETS1.B: Developing Possible Solutions Problems include: **Physical Science:** (7-PS1-6, 6-PS3-3); **Life Science:** (7-LS2-5)
Connections to 6-8.ETS1.C: Optimizing the Design Solution include: **Physical Science**: (7-PS1-6)

Connections to other DCIs across grade levels: **3-5.ETS1.A** (7-ETS1-1, 7-ETS1-2, 7-ETS1-3); **3-5.ETS1.B** (7-ETS1-2, 7-ETS1-3, 7-ETS1-4); **3-5.ETS1.C** (7-ETS1-1, 7-ETS1-2, 7-ETS1-3, 7-ETS1-4)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (7-ETS1-1, 7-ETS1-2, 7-ETS1-3)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (7-ETS1-3)
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (7-ETS1-2, 7-ETS1-3)
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (7-ETS1-2)
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (7-ETS1-1)
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research. (7-ETS1-2)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (7-ETS1-4)

Mathematics –

MP.2	Reason abstractly and quantitatively. (7-ETS1-1, 7-ETS1-2, 7-ETS1-3, 7-ETS1-4)
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (7-ETS1-1, 7-ETS1-2, 7-ETS1-3)
7.SP	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (7-ETS1-4)

Waves and Electromagnetic Radiation

Students who demonstrate understanding can:

8-PS4-1 **Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.** [Clarification Statement: Emphasis is on describing waves applying both qualitative and quantitative thinking.] [Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.]

8-PS4-2 **Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.** [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]

8-PS4-3 **Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.** [Clarification Statement: Emphasis is on the basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in Wi-Fi devices, and conversion of stored binary patterns to make sound or text on a computer screen.] [Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop and use a model to describe phenomena. (8-PS4-2)

Using Mathematics and Computational Thinking

Mathematical and computational thinking at the 6–8 level builds on K–5 and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.

- Use mathematical representations to describe and/or support scientific conclusions and design solutions. (8-PS4-1)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods.

- Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings. (8-PS4-3)

Disciplinary Core Ideas

PS4.A: Wave Properties

- A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (8-PS4-1)
- A sound wave needs a medium through which it is transmitted. (8-PS4-2)

PS4.B: Electromagnetic Radiation

- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. (8-PS4-2)
- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (8-PS4-2)
- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (8-PS4-2)
- However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (8-PS4-2)

PS4.C: Information Technologies and Instrumentation

- Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (8-PS4-3)

Crosscutting Concepts

Patterns

- Graphs and charts can be used to identify patterns in data. (8-PS4-1)

Structure and Function

- Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (8-PS4-2)
- Structures can be designed to serve particular functions. (8-PS4-3)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering, and Technology on Society and the Natural World

- Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations. (8-PS4-3)

Connections to Nature of Science **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations. (8-PS4-1)		**Connections to Nature of Science** **Science is a Human Endeavor** ▪ Advances in technology influence the progress of science and science has influenced advances in technology. (8-PS4-3)

Connections to other DCIs in eighth grade: N/A

Connections to other DCIs across grade levels: **4.PS3.A** (8-PS4-1); **4.PS3.B** (8-PS4-1); **4.PS4.A** (8-PS4-1); **4.PS4.B** (8-PS4-2); **4.PS4.C** (8-PS4-3); **6.ESS2.D** (8-PS4-2); **7.ESS2.A** (8-PS4-2); **7.ESS2.C** (8-PS4-2)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (8-PS4-3)
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (8-PS4-3)
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (8-PS4-3)
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research. (8-PS4-3)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8-PS4-1, 8-PS4-2)

Mathematics –

MP.2	Reason abstractly and quantitatively. (8-PS4-1)
MP.4	Model with mathematics. (8-PS4-1)
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (8-PS4-1)
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems. (8-PS4-1)
7.RP.A.2	Recognize and represent proportional relationships between quantities. (8-PS4-1)
8.F.A.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (8-PS4-1)

Forces and Interactions

Students who demonstrate understanding can:

8-PS2-1 **Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.*** [Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] [Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]

8-PS2-2 **Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.** [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is limited to forces and changes in motion in one dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]

8-PS2-3 **Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.** [Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, and generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.] [Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.]

8-PS2-4 **Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.** [Clarification Statement: Examples of evidence for arguments could include charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system or data generated from simulations or digital tools.] [Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.]

8-PS2-5 **Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.** [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.] [Assessment Boundary: Assessment is limited to electric and magnetic fields, and is limited to qualitative evidence for the existence of fields.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in grades 6–8 builds from grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

- Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles. (8-PS2-3)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.

Disciplinary Core Ideas

PS2.A: Forces and Motion

- For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). (8-PS2-1)
- The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (8-PS2-2)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (8-PS2-3, 8-PS2-5)

Systems and System Models

- Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems. (8-PS2-1, 8-PS2-4)

▪ Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (8-PS2-2) ▪ Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation. (8-PS2-5) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. ▪ Apply scientific ideas or principles to design an object, tool, process or system. (8-PS2-1) **Engaging in Argument from Evidence** Engaging in argument from evidence in 6–8 builds from K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world. ▪ Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (8-PS2-4) **----------** **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations. (8-PS2-2, 8-PS2-4)	▪ All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (8-PS2-2) **PS2.B: Types of Interactions** ▪ Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (8-PS2-3) ▪ Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (8-PS2-4) ▪ Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (8-PS2-5)	**Stability and Change** ▪ Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales. (8-PS2-2) **----------** **Connections to Engineering, Technology, and Applications of Science** **Influence of Science, Engineering, and Technology on Society and the Natural World** ▪ The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (8-PS2-1)
Connections to other DCIs in eighth grade: **8.PS3.A** (8-PS2-2); **8.PS3.B** (8-PS2-2); **8.ESS1.A** (8-PS2-4); **8.ESS1.B** (8-PS2-4)		
Connections to other DCIs across grade levels: **3.PS2.A** (8-PS2-1, 8-PS2-2); **3.PS2.B** (8-PS2-3, 8-PS2-5); **5.PS2.B** (8-PS2-4); **6.PS3.C** (8-PS2-5)		

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (8-PS2-1, 8-PS2-3)
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (8-PS2-1, 8-PS2-2, 8-PS2-5)
WHST.6-8.1	Write arguments focused on discipline-specific content. (8-PS2-4)
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (8-PS2-1, 8-PS2-2, 8-PS2-5)

Mathematics –	
MP.2	Reason abstractly and quantitatively. (8-PS2-1, 8-PS2-2, 8-PS2-3)
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (8-PS2-1)
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers. (8-PS2-1, 8-PS2-2)
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (8-PS2-1, 8-PS2-2)
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (8-PS2-1, 8-PS2-2)

Energy

Students who demonstrate understanding can:

8-PS3-1 **Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.** [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sized rocks downhill, or getting hit by a plastic ball versus a tennis ball.]

8-PS3-2 **Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.** [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include changing the direction/orientation of a magnet, a balloon with static electrical charge being brought closer to a classmate's hair, and the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves. Examples of models could include representations, diagrams, pictures, or written descriptions of systems.] [Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop a model to describe unobservable mechanisms. (8-PS3-2)

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Construct and interpret graphical displays of data to identify linear and nonlinear relationships. (8-PS3-1)

Disciplinary Core Ideas

PS3.A: Definitions of Energy

- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (8-PS3-1)
- A system of objects may also contain stored (potential) energy, depending on their relative positions. (8-PS3-2)

PS3.C: Relationship Between Energy and Forces

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (8-PS3-2)

Crosscutting Concepts

Scale, Proportion, and Quantity

- Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. (8-PS3-1)

Systems and System Models

- Models can be used to represent systems and their interactions – e.g., processes, and outputs – and energy and matter flows within systems. (8-PS3-2)

Connections to other DCIs in eighth grade: **8.PS2.A** (8-PS3-1)

Connections to other DCIs across grade levels: **4.PS3.B** (8-PS3-1); **6.PS3.C** (8-PS3-2)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (8-PS3-1)

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (8-PS3-1)

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8-PS3-2)

Mathematics –	
MP.2	Reason abstractly and quantitatively. (8-PS3-1)
6.RP.A.1	Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. (8-PS3-1)
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. (8-PS3-1)
7.RP.A.2	Recognize and represent proportional relationships between quantities. (8-PS3-1)
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. (8-PS3-1)
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational. (8-PS3-1)
8.F.A.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (8-PS3-1)

Space Systems

Students who demonstrate understanding can:

8-ESS1-1 **Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.** [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]

8-ESS1-2 **Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.** [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).] [Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.]

8-ESS1-3 **Analyze and interpret data to determine scale properties of objects in the solar system.** [Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, or spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust or atmosphere), surface features (such as volcanoes), or orbital radius. Examples of data include statistical information, drawings and photographs, or models.] [Assessment Boundary: Assessment does not include recalling facts about properties of the planets or other solar system bodies.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop and use a model to describe phenomena. (8-ESS1-1),(8-ESS1-2)

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to determine similarities and differences in findings. (8-ESS1-3)

Disciplinary Core Ideas

ESS1.A: The Universe and Its Stars

- Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (8-ESS1-1)
- Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (8-ESS1-2)

ESS1.B: Earth and the Solar System

- The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (8-ESS1-2),(8-ESS1-3)
- This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (8-ESS1-1)
- The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (8-ESS1-2)

Crosscutting Concepts

Patterns

- Patterns can be used to identify cause and effect relationships. (8-ESS1-1)

Scale, Proportion, and Quantity

- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (8-ESS1-3)

Systems and System Models

- Models can be used to represent systems and their interactions. (8-ESS1-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Engineering advances have led to important discoveries in virtually every field of science and scientific discoveries have led to the development of entire industries and engineered systems. (8-ESS1-3)

		---------- **Connections to Nature of Science** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** ▪ Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (8-ESS1-1, 8-ESS1-2)

Connections to other DCIs in eighth grade: **8.PS2.A** (8-ESS1-1, 8-ESS1-2); **8.PS2.B** (8-ESS1-1, 8-ESS1-2)

Connections to other DCIs across grade levels: **3.PS2.A** (8-ESS1-1, 8-ESS1-2); **5.PS2.B** (8-ESS1-1, 8-ESS1-2); **5.ESS1.A** (8-ESS1-2); **5.ESS1.B** (8-ESS1-1, 8-ESS1-2, 8-ESS1-3); **7.ESS2.A** (8-ESS1-3)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (8-ESS1-3)

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (8-ESS1-3)

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8-ESS1-1, 8-ESS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (8-ESS1-3)

MP.4 Model with mathematics. (8-ESS1-1, 8-ESS1-2)

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (8-ESS1-1, 8-ESS1-2, 8-ESS1-3)

7.RP.A.2 Recognize and represent proportional relationships between quantities. (8-ESS1-1, 8-ESS1-2, 8-ESS1-3)

6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (8-ESS1-2)

7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (8-ESS1-2)

History of Earth

Students who demonstrate understanding can:

8-ESS1-4 **Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.** [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of Homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains or ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.] [Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (8-ESS1-4)

Disciplinary Core Ideas

ESS1.C: The History of Planet Earth

- The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (8-ESS1-4)

Crosscutting Concepts

Scale Proportion and Quantity

- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (8-ESS1-4)

Connections to other DCIs in eighth grade: **8.LS4.C** (8-ESS1-4)

Connections to other DCIs across grade levels: **3.LS4.A** (8-ESS1-4); **3.LS4.C** (8-ESS1-4); **4.ESS1.C** (8-ESS1-4); **7.PS1.C** (8-ESS1-4); **7.ESS2.A** (8-ESS1-4)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (8-ESS1-4)

WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (8-ESS1-4)

Mathematics –

6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (8-ESS1-4)

7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (8-ESS1-4)

Growth, Development, and Reproduction of Organisms

Students who demonstrate understanding can:

8-LS3-1 **Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.** [Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.] [Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.]

8-LS4-5 **Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.** [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, or gene therapy); or, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop and use a model to describe phenomena. (8-LS3-1)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods.

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (8-LS4-5)

Disciplinary Core Ideas

LS3.A: Inheritance of Traits

- Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (8-LS3-1)

LS3.B: Variation of Traits

- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (8-LS3-1)

LS4.B: Natural Selection

- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (8-LS4-5)

Crosscutting Concepts

Cause and Effect

- Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (8-LS4-5)

Structure and Function

- Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (8-LS3-1)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (8-LS4-5)

		---------- **Connections to Nature of Science** **Science Addresses Questions About the Natural and Material World** ▪ Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (8-LS4-5)

Connections to other DCIs in eighth grade: **8.LS1.A** (8-LS3-1); **8.LS4.A** (8-LS3-1)

Connections to other DCIs across grade levels: **3.LS3.A** (8-LS3-1, 8-LS3-2); **3.LS3.B** (8-LS3-1); **6.LS1.A** (8-LS3-1); **6.LS1.B** (8-LS3-1); **6.LS3.B** (8-LS3-1, 8-LS4-5)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (8-LS3-1),(8-LS4-5)
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (8-LS3-1)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (8-LS3-1)
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (8-LS4-5)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8-LS3-1)

Mathematics – N/A

Natural Selection and Adaptations

Students who demonstrate understanding can:

8-LS4-1 **Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.** [Clarification Statement: Emphasis is on finding patterns of change in the level of complexity of anatomical structures in organisms or the chronological order of fossil appearance in the rock layers.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]

8-LS4-2 **Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.** [Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarities or differences of the gross appearance of anatomical structures.]

8-LS4-3 **Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.** [Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.] [Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.]

8-LS4-4 **Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.**

8-LS4-6 **Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.** [Clarification Statement: Emphasis is on using mathematical models, probability statements, or proportional reasoning to support explanations of trends in changes to populations over time.] [Assessment Boundary: Assessment does not include Hardy Weinberg calculations.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze displays of data to identify linear and nonlinear relationships. (8-LS4-3)
- Analyze and interpret data to determine similarities and differences in findings. (8-LS4-1)

Using Mathematics and Computational Thinking

Mathematical and computational thinking in 6–8 builds on K–5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.

- Use mathematical representations to support scientific conclusions and design solutions. (8-LS4-6)

Disciplinary Core Ideas

LS4.A: Evidence of Common Ancestry and Diversity

- The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth. (8-LS4-1)
- Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent. (8-LS4-2)
- Comparison of the embryological development of different species also reveals similarities that show relationships not evident in the fully-formed anatomy. (8-LS4-3)

Crosscutting Concepts

Patterns

- Patterns can be used to identify cause and effect relationships. (8-LS4-2)
- Graphs, charts, and images can be used to identify patterns in data. (8-LS4-1, 8-LS4-3)

Cause and Effect

- Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (8-LS4-4, 8-LS4-6)

Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. ▪ Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events. (8-LS4-2) ▪ Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena. (8-LS4-4) **----------** **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations. (8-LS4-1)	**LS4.B: Natural Selection** ▪ Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (8-LS4-4) **LS4.C: Adaptation** ▪ Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (8-LS4-6)	**----------** **Connections to Nature of Science** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** ▪ Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (8-LS4-1, 8-LS4-2)
Connections to other DCIs in eighth grade: **8.LS3.A** (8-LS4-2),(8-LS4-4); **8.ESS1.C** (8-LS4-1),(8-LS4-2),(8-LS4-6)		
Connections to other DCIs across grade levels: **3.LS3.B** (8-LS4-4); **3.LS4.A** (8-LS4-1, 8-LS4-2); **3. LS4.B** (8-LS4-4); **3.LS4.C** (8-LS4-6); **7.LS2.A** (8-LS4-4, 8-LS4-6); **7.LS2.C** (8-LS4-6); **6.LS3.B** (8-LS4-4, 8-LS4-6)		

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (8-LS4-1, 8-LS4-2, 8-LS4-3, 8-LS4-4)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (8-LS4-1, 8-LS4-3)
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (8-LS4-3, 8-LS4-4)
WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (8-LS4-2, 8-LS4-4)
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research. (8-LS4-2, 8-LS4-4)
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (8-LS4-2, 8-LS4-4)
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (8-LS4-2, 8-LS4-4)

Mathematics –

MP.4	Model with mathematics. (8-LS4-6)
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (8-LS4-4, 8-LS4-6)
6.SP.B.5	Summarize numerical data sets in relation to their context. (8-LS4-4, 8-LS4-6)
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (8-LS4-1, 8-LS4-2)
7.RP.A.2	Recognize and represent proportional relationships between quantities. (8-LS4-4, 8-LS4-6)

Engineering, Technology, and Applications of Science

Students who demonstrate understanding can:

8-ETS1-1 **Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**

8-ETS1-2 **Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**

8-ETS1-3 **Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.**

8-ETS1-4 **Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

- Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (8-ETS1-1)

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. (8-ETS1-4)

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to determine similarities and differences in findings. (8-ETS1-3)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (8-ETS1-1)

ETS1.B: Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (8-ETS1-4)
- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (8-ETS1-2, 8-ETS1-3)
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (8-ETS1-3)
- Models of all kinds are important for testing solutions. (8-ETS1-4)

Crosscutting Concepts

Influence of Science, Engineering, and Technology on Society and the Natural World

- All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (8-ETS1-1)
- The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (8-ETS1-1)

Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world. ▪ Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (8-ETS1-2)	**ETS1.C: Optimizing the Design Solution** ▪ Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design. (8-ETS1-3) ▪ The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (8-ETS1-4)	

Connections to 6-8.ETS1.A: Defining and Delimiting Engineering Problems include: **Physical Science:** (6-PS3-3)
Connections to 6-8.ETS1.B: Developing Possible Solutions Problems include: **Physical Science:** (7-PS1-6, 6-PS3-3); **Life Science:** (7-LS2-5)
Connections to 6-8.ETS1.C: Optimizing the Design Solution include: **Physical Science**: (7-PS1-6)

Articulation to DCIs across grade levels: **3-5.ETS1.A** (6-8-ETS1-1, 6-8-ETS1-2, 6-8-ETS1-3); **3-5.ETS1.B** (6-8-ETS1-2, 6-8-ETS1-3, 6-8-ETS1-4); **3-5.ETS1.C** (6-8-ETS1-1, 6-8-ETS1-2, 6-8-ETS1-3, 6-8-ETS1-4)

Common Core State Standards Connections:

ELA/Literacy –

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (8-ETS1-1, 8-ETS1-2, 8-ETS1-3)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (8-ETS1-3)
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (8-ETS1-2, 8-ETS1-3)
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (8-ETS1-2)
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (8-ETS1-1)
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research. (8-ETS1-2)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8-ETS1-4)

Mathematics –

MP.2	Reason abstractly and quantitatively. (8-ETS1-1, 8-ETS1-2, 8-ETS1-3, 8-ETS1-4)
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (8-ETS1-1, 8-ETS1-2, 8-ETS1-3)
7.SP	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (8-ETS1-4)

Contributors

The following educators contributed to the development of this document:

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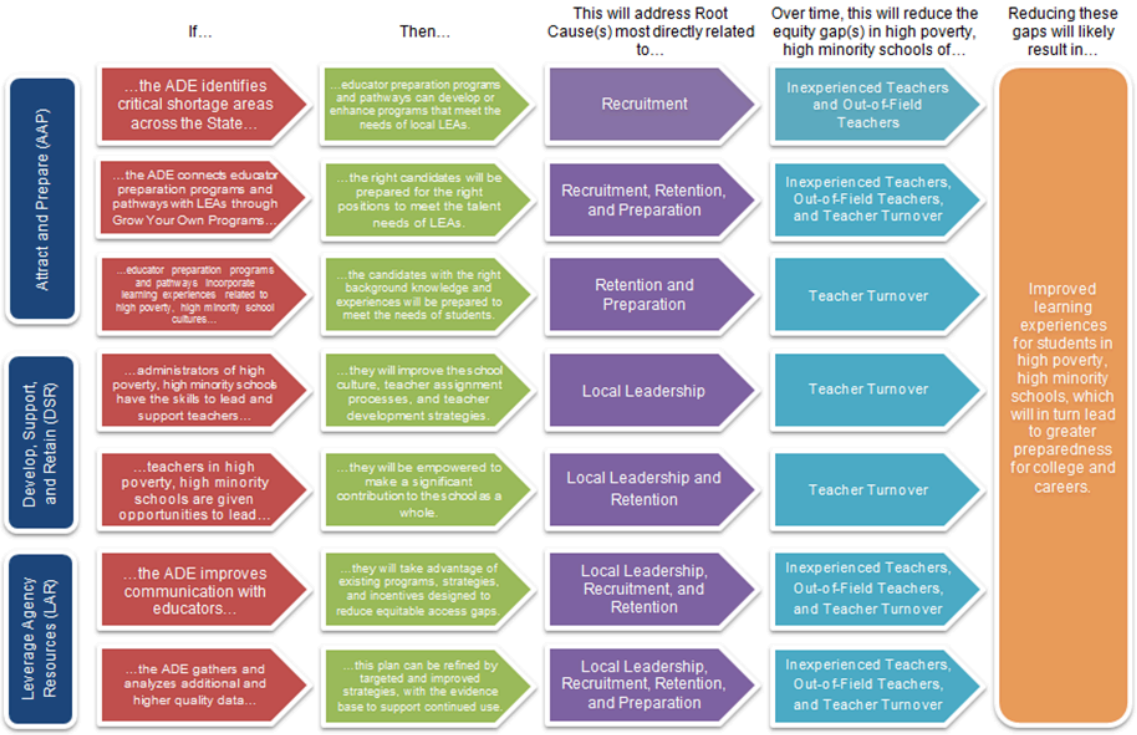
HIGHLIGHTS OF EQUITABLE ACCESS TO EXCELLENT EDUCATORS PLAN

This document is a summary of Arkansas' Equitable Access plan prior to submission on June 1, 2015. All of the work for this plan has been done in collaboration with multiple stakeholder groups. The plan will serve as a roadmap or guide to ongoing efforts to provide excellent educators for all of Arkansas' students.

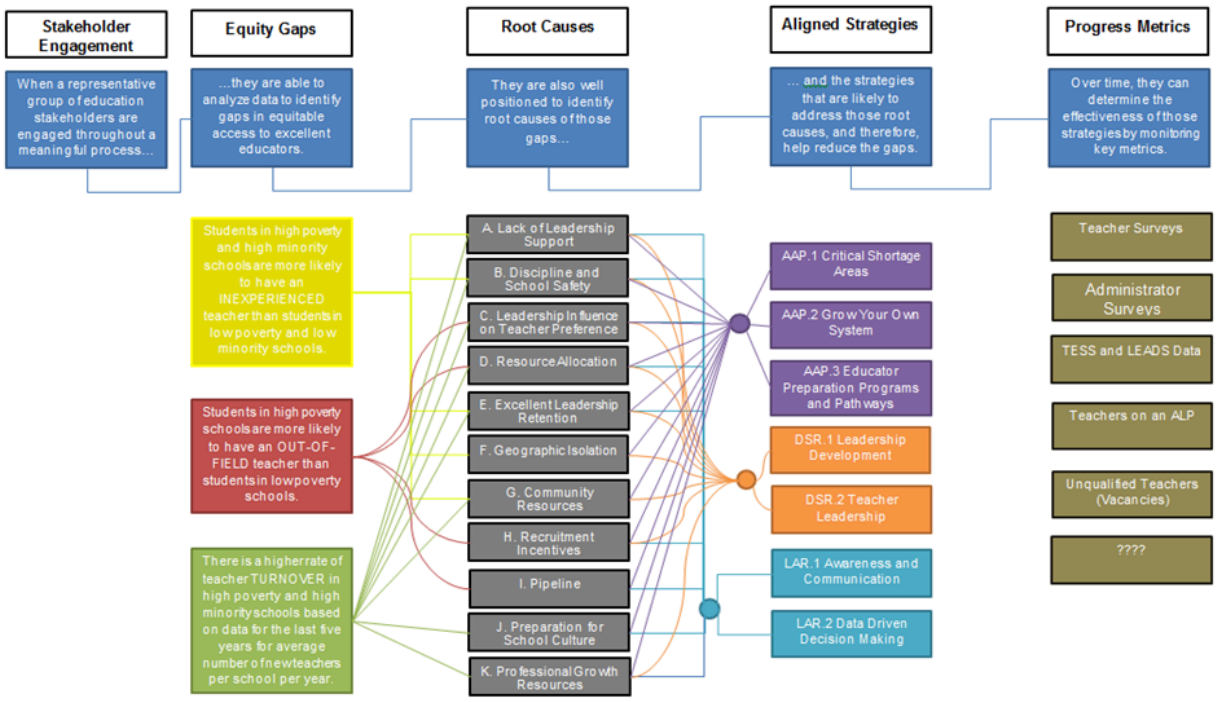
In communicating the strategies and efforts detailed in this plan, we have been asked, "What makes this different from things that we have tried in the past?" The difference is the ADE's focused efforts to transform our educator workforce by focusing on attracting, preparing, supporting, developing and retaining the most effective educators to serve students in Arkansas. None of the strategies in this plan involve a new program or a one-shot fix to education. This plan, however, focuses on identified existing strategies that:

(1) should be continued because they are already preventing equity gaps from increasing,
(2) could reduce equity gaps if improved, enhanced, or expanded
(3) or with additional research show evidenced-based strategies that are likely to reduce equity gaps by addressing the root causes previously identified

In developing the plan, the stakeholders worked from the following Theory of Action:



The work has been linked together with this Logic Model depiction:



These models will assist in the continued development of the plan and also in the ongoing process of revision.

Background:

Education Secretary Arne Duncan's July 7, 2014, letter to SEAs, and guidance published on November 10, 2014, that

(1) under the ESEA each state's Title I, Part A plan include information on the specific steps that the ADE will take to ensure that students from low-income families, and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and

(2) that a state's plan be revised by the SEA as data indicates changes in state's needs.

Given the importance of strong leadership, our plan also includes the specific steps that we will take to ensure that teachers in high poverty, high minority schools are supported by excellent leaders.

Excellent Teacher -- one who:
(1) through experience and training, is an expert in his or her field, meets the proficient or distinguished designation on evaluations, and constantly improves his or her practice; and

(2) through a deep commitment to student learning, motivates student to learn, brings about the learning progress needed to close achievement gaps among students of all cultures, socioeconomic levels, and learning abilities, and cultivates higher-ordered thinking skills.

Excellent Leader -- an instructional leader with strong ethics and an unyielding commitment to students, who:

(1) through experience and training, meets the proficient or exemplary designation on evaluations and can expertly facilitate school change and improvement;

(2) through a deep commitment to the education system, advocates, nurtures, and sustains a safe and secure environment for staff and students and an instructional program that are conducive to student learning and supportive of teacher personal and professional growth; and

(3) collaborates with community members, to mobilize community resources and respond to diverse community and cultural interests and needs.

The Equitable Access to Excellent Educators (EAEE) Plan is designed to focus department resources on:

- The equity gaps that are most meaningful,
- The root causes that are most common across equity gaps,
- The strategies that will address the most root causes, and
- The metrics that will monitor progress of the most strategies.

To leverage resources and political will, the EAEE Plan is designed to begin implementation with an emphasis on:

- Improving the effectiveness of existing strategies and activities, and
- Initial implementation in districts where the greatest gains can be revealed, based on data regarding HP/HM status

Data: Poverty and Minority definitions and parameters.

		Range	Median
Poverty Measures	High Poverty Schools – Schools in the highest 25% of all schools ranked by % F/RL (269 schools, Appendix A)	78.8 - 100%	87.32%
	Low Poverty Schools – Schools in the lowest 25% of all schools ranked by % F/RL (268 schools)	0 - 42.41%	1.93%
Minority Measures	High Minority Schools – Schools in the highest 25% of all schools ranked by % non-white students* (269 schools, Appendix B)	54.35 - 100%	76.64%

	Low Minority Schools – Schools in the lowest 25% of all schools ranked by % non-white students (268 schools)	0 - 8.26%	5.24%

* Non-white = American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, 2 or more races

Definitions:

Inexperienced Teacher	A teacher with less than one year of full-time professional teaching experience; a teacher in his or her first year of teaching. **Source:** SIS
Out-of-field Teacher	A teacher who is teaching out of license area while on an Additional Licensure Plan (ALP) **Source**: AELS
Unqualified Teacher	A long-term sub waiver, licensed individual in an out-of-area position for more than 30 days during 1 school year, or an unlicensed or non-degreed substitute teacher in an out-of-area position for more than 30 consecutive days during 1 semester; i.e.,**. Source**: AELS
Teacher Turnover	Turnover was defined as the average number of inexperienced teachers (teachers in their first year of teaching) employed per school, per year, over the last 5 years. **Source**: SIS

Equity Gaps

- Students in high poverty and high minority schools are more likely to have an **INEXPERIENCED** teacher than students in low poverty and low minority schools.

- Students in high poverty schools are more likely to have an **OUT-OF-FIELD** teacher than students in low poverty schools.

- There is a higher rate of teacher **TURNOVER** in high poverty and high minority schools based on data for the last five years for average number of new teachers per school per year.

Identified Equity Gaps

Category	High Poverty vs Low Poverty	High Minority vs Low Minority	High Poverty vs State Average	High Minority vs State Average
Inexperienced Teachers (Figure 1 in Table 3B.6)	HP schools have Inexperienced Teachers at a rate 1.4 times greater than LP schools.	HM schools have Inexperienced Teachers at a rate 2.6 times greater than LM schools.	HP schools have Inexperienced Teachers at a rate 1.3 times greater than the state average.	HM schools have Inexperienced Teachers at a rate 1.6 times greater than the state average.
Out-of-Field Teachers (Figure 2 in Table 3B.6)	HP schools have Out-of-Field Teachers at a rate 1.2 times greater than LP schools.			
Teacher Turnover (Figure 3 in Table 3B.6)		Over the last 5 years, HM schools had new teachers (per school per year) at a rate 2.4 times greater than LM schools.	Over the last 5 years HP schools had new teachers (per school per year) at a rate 1.1 times greater than the state average.	Over the last 5 years HM schools had new teachers (per school per year) at a rate 1.5 times greater than the state average.
Unqualified Teachers (Figure 4 in Table 3B.6)	HP schools have Unqualified Teachers at a rate 25 times greater than LP schools.	HM schools have Unqualified Teachers at a rate 7 times greater than LM schools.		

Figures reflecting the data

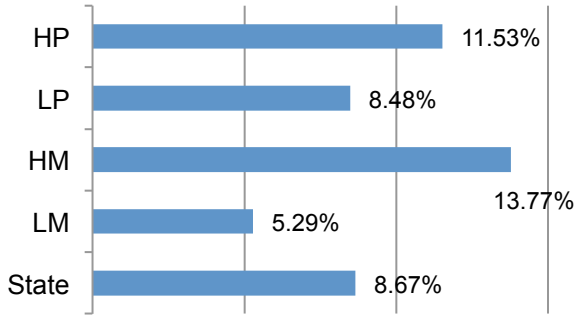


Fig 1. % Inexp. Teachers

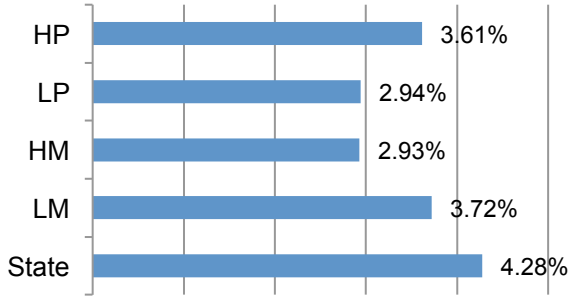


Fig. 2. % Out-of-Field Teachers

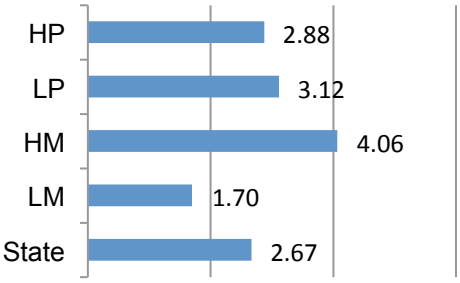


Fig. 3 Teacher Turnover

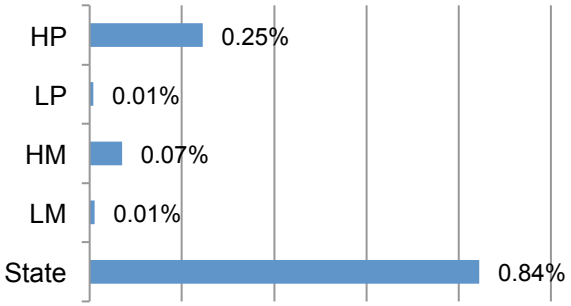


Fig 4. % Unqualified Teachers

Root Cause Analysis:

- Root Causes Addressing Local Leadership

  A. Lack of Local Leadership Support – Leaders are not prepared to support new teachers or to address the unique cultures of high poverty schools and high minority schools.

  B. Discipline and School Safety – High poverty schools and high minority schools have the reputation of having more discipline issues and lack the resources to provide needed security.

  C. Leadership Influence on Teacher Preferences – Leaders are unable to foster an environment that encourages teachers will commit to the "difficult" assignments often found in high poverty schools and high minority schools.

D. Resource Allocation – Leaders are not prepared or are unable to direct resources to meet the most pressing needs of high poverty schools and high minority schools.

- Root Causes Addressing Recruitment and Retention

E. Excellent Leadership Retention – Frequent turnover of administrators in high poverty schools and high minority schools makes it difficult to establish a "Culture of Excellence."

F. Geographic Isolation – The geographic isolation of many high poverty schools and high minority schools makes it difficult to recruit and retain teachers because of the lack of community resources.

G. Community Resources – Communities with high poverty schools and high minority schools are unable to support the needs of educators and their families.

H. Recruitment Incentives – Educators are unaware of or do not take advantage of incentives available for commitments to high poverty schools and high minority schools.

- Root Causes Addressing Educator Preparation and Pathways

I. Pipeline – Educator preparation program and pathway availability does not align to the needs of the high poverty schools and high minority schools.

J. Preparation for School Culture – Teacher candidates are not adequately prepared to work in the unique cultures of high poverty schools and high minority schools and to address specific issues such as wide diversity, school readiness, language proficiency, and lack of prior knowledge.

K. Professional Growth Resources – Educator preparation programs and pathways do not have the resources to provide ongoing support for recent graduates of the programs whose teaching assignments are with high poverty schools or high minority schools.

To achieve our state's objective of provide equitable access to excellent teachers and leaders, the ADE has developed strategies that correspond to the root causes underlying the equity gaps. These strategies were identified through the root cause analyses previously described that were conducted both internally and externally with the stakeholder groups.

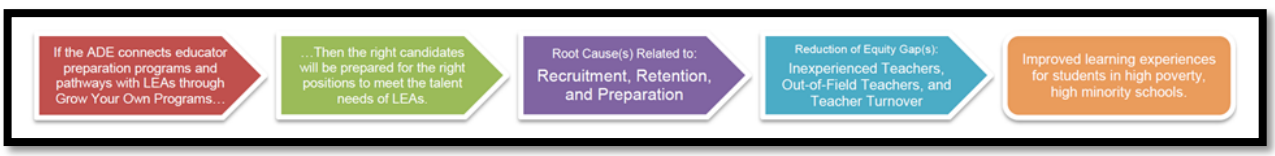
As a first step, the ADE identified existing strategies that either (1) should be continued because they are already preventing equity gaps from increasing, or (2) could reduce equity gaps if improved, enhanced, or expanded. The second step was to identify additional research- or evidenced-based strategies that are likely to reduce equity gaps by addressing the root causes previously identified.

These strategies have been categorized into three strands: Attract and Prepare (AAP); Develop; Support, and Retain (DSR); and Leverage Agency Resources (LAR). The purpose of organizing the strategies into three strands is to see the interconnectedness between the strategies, which woven together will support and increase the effectiveness of one another.

Strategies within the Attract and Prepare (AAP) strand

AAP.1: Educator Shortage Predictor Model

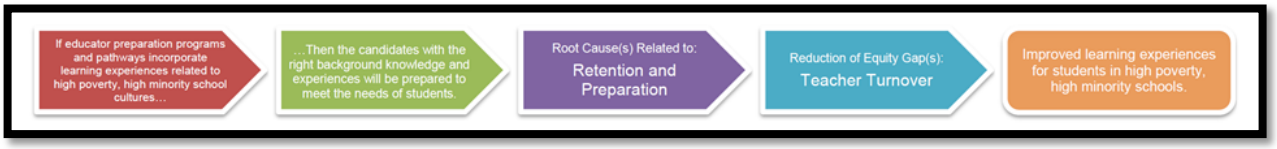
- An model to predict educator shortage is being developed to predict future shortage areas. This model will enable a data driven system to attract and effectively prepare teacher candidates to be successful in critically needed content areas, grade levels, and geographic locations. The Educator Shortage Predictor Model will enhance existing work to improve the educator talent pipeline.
- Data gained from this shortage model will be used to drive program development, student advising, planning incentives for high need areas, and recruiting teacher candidates.
- During the next two years, this model will be created and refined to provide needed data to all stakeholders and to drive discussions about how to improve the educator pipeline. Researchers who are working with Arkansas are also working with Missouri and Louisiana on similar models with the hope of collaboration among border states.



AAP.2 **Grow Your Own System**: Teacher Cadet; e-Stem Residency; University of Arkansas a Monticello Residency for MAT Program:

- During the next two years, The Teacher Cadet program will expand from its current eight programs in Arkansas High Schools (Conway, Marion, Lonoke, Warren, Hamburg, Paris, Clarksville and Southside [Independence County]) to twenty schools with half being from high poverty schools and high minority schools.

- eStem Residency: The creation of an intensive one-year training program for aspiring teachers with degrees in the STEM fields who have had no formal teacher training featuring:
  - A full immersion experience in an authentic school environment
  - Intensive professional development, book studies, classroom students in various instructional settings
  - An opportunity to develop a teacher preparation and induction model that can be replicated in a variety of school settings
- University Residency: provide an alternative route for paraprofessionals to become licensed in K-6 Elementary Education with UAM partnering with school districts in their service area



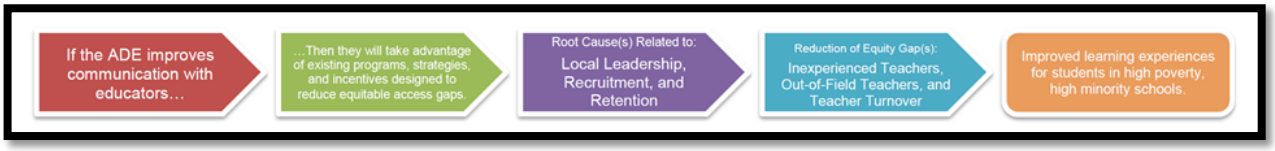
AAP.3 **Educator Preparation Programs and Pathways**: Competencies will be updated to include culturally responsive teaching, data-driven advising, professional growth resources

Strategies within the Develop, Support, and Retain (DSR) strand

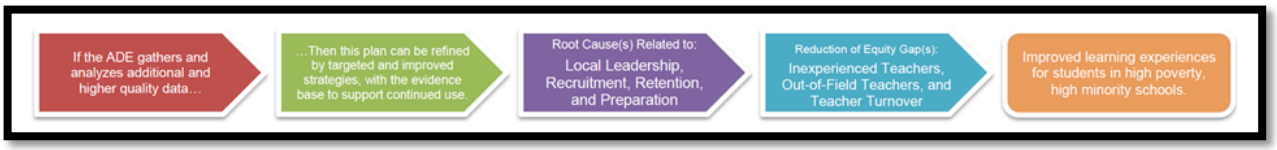
- DSR.1 **Leadership Development**: Revisit the vision of the Leadership Coordinating Council; Encourage participation in the Arkansas Superintendent Evaluation System; Continue Support for the Master Principal Institute and partner with the Leadership Academy to define "high needs schools" and to revise rules for the program to encourage more principals to take on challenging duties. The ADE also will conduct additional research to determine the barriers, or perceived barriers, that have kept leaders from these schools from applying; partner with the ALA to research the impact that Master Principals have had on student success in HP/HM schools.

- DSR.2 **Teacher Leadership Development:** Within the next two years, ADE plans to sponsor up to eight school teams to attend the Team Leadership Institute. They will participate for three years then at which time they will become the mentor model school for the new teams. The Team Leadership Institute seeks to build capacity to create learning environments, move the work of the district, school, and organization forward by improving systems within the district, and provide tools and skills to work as a team. The work of the team should significantly move the work of the system and result in increasing student increasing student achievement.

Strategies within the Leverage Agency Resources (LAR) strand



- LAR.1 **Awareness and Communication**: Existing Strategy Explanation
  - ADE has determined that many existing strategies are underutilized due to lack of awareness of their existence. This activity will focus on communicating effectively with leaders of high poverty schools and high minority schools regarding existing programs such as incentives for commitments to work in these schools. The strategy will begin with utilizing agency communication tools such as the website and social media communication through Twitter and Facebook and the monthly newsletter. The ADE will also utilize feedback from novice teacher surveys to provide Educator Preparation Programs with data about novice teacher's preparation and experiences/challenges encountered within the first year of teaching. The ADE will also survey educators at the time or licensure renewal to gather data about retention, ongoing support, opportunities for leadership, etc.



LAR.2 **Data Driven Decision Making**: Data Collection and Analysis through a District, ADE and BloomBoard partnership. Districts will utilize existing TESS and LEADS data already in BloomBoard and access premium reports to engage in a cycle of instructional improvement. The ADE office of School Improvement, Office of Educator Effectiveness and Professional Development Unit will partner to support 4 districts with high populations of high poverty and minority students to use data to link professional practice with professional development and growth opportunities and to identify areas of needed improvement for individuals and schools. The ADE will provide financial support for up to two years for four districts.

Request Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring June 30, 2015.

Pursuant to § 6-17-422 members of the PLSB serve rotating terms. Five (5) members of the Professional Licensure Standards Board will complete their three-year terms on June 30, 2015. Nominations to fill these positions are as follows:

- Dr. Shelly Albritton, Associate Professor at the University of Central Arkansas, has been nominated for re-appointment by the Arkansas Professors of Educational Administration (ARPEA) to represent Educational Leadership.
- Dr. Greg Murry, Superintendent of Conway School District has been nominated by the Arkansas Association of Educational Administrators (AAEA) to represent Public School Superintendents.
- Todd Sellers, Principal at Bethel Middle School in the Bryant School District has been nominated by the Arkansas Association of Educational Administrators (AAEA) to represent Middle Level Building Administrators.
- Brenda Brown, Pre-K teacher at Helena-West Helena Elementary School in the Helena-West Helena School District has been re-nominated by the Arkansas Education Association (AEA) to represent Public School Classroom Teachers – Grades P-4.
- Dr. Mary B. Gunter, Director for the Center for Leadership and Learning at Arkansas Tech University has been nominated by the Arkansas Association of Supervision and Curriculum Development (AASCD) to represent Curriculum Programs.

The terms of these members will begin on July 1, 2015 and end on June 30, 2018.

Johnie Walters (ADE)

From: Chris Goodin <cgoodin@blsd.grsc.k12.ar.us>
Sent: Wednesday, May 27, 2015 12:03 PM
To: Johnie Walters (ADE)
Subject: Re: FW: Appeal of Accreditation Status
Attachments: Barton-Lexa School District Appeal Documents - May 27, 2015.pdf

Mr. Walters:
I have attached the documents for our appeal of our standards violation. If you see anything that is lacking please let me know. I gave your secretary my cell number. My apologies for the delay in getting these to you.
Thanks,
Chris Goodin

On Thu, May 21, 2015 at 1:03 PM, Johnie Walters (ADE) <Johnie.Walters@arkansas.gov> wrote:

For your information.

Johnie

From: Johnie Walters (ADE)
Sent: Thursday, May 21, 2015 9:18 AM
To: John Wilson
Cc: Brandon Morrison (ADE); Johnie Walters (ADE)
Subject: Appeal of Accreditation Status

Mr. Wilson

Attached is an invitation to attend the Arkansas State Board of Education meeting to be held on June 11, 2015 in the auditorium of the Pulaski County Special School District located at 925 East Dixon Road, Little Rock, AR 72206. At that time you and/or representatives from you district will be given the opportunity to present evidence concerning your appeal of the probationary status assigned to one of the schools in your district.

Copies of this invitation are also being mailed to you via certified and regular mail.

If you have any questions, please feel free to contact me at 501-682-4555.

Thank you

Johnie Walters

ADE-Standards Assurance Unit

Division of Academic Accountability

501-682-4555 - Office

501-580-9681 - Cell

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Chris Goodin
Principal
Barton High School
870-572-7294

BARTON-LEXA School District

P.O. BOX 97
BARTON, AR 72312
AdvancED Accredited
Phone: 870-572-7294 Fax: 870-572-4713

May 13, 2015

State Board Of Education-ADE
Office of the Commissioner
Four State Capitol Mall, Room 301-A
Little Rock, AR 72201

Dear Board Members:

My name is Tom Wilson and I am superintendent of schools at Barton-Lexa School District. I am filing an appeal concerning a standard violation of Rule 9.03.3. This standard violation concerns secondary course offerings and the district not offering Physics as part of the required 38 courses. This carries a status of Probation.

I have evidence that the course was offered in our Digital Learning Schedule. However, not one student enrolled in the course.

A new law, ACT 853 of 2015, specifically says if " the school district made the course available to students but not one student signed up to take the course'" it is not a violation.

My question is:

1. Should our school district be punished by serving a probation for a previous infraction which is now irrelevant by ACT 853 beginning July 1, 2015?

Both schools in my district received a "B" rating on the new rating system. We strive very hard to do the right thing. I am asking the Board to please accept our appeal and not continue the status of Probation past July 1, 2015 due to the new law changing the rule.

Sincerely,

Tom Wilson
Superintendent
Barton-Lexa School District

Barton High School

Memo

To: Arkansas State Board of Education

From: Chris Goodin

CC: Tom Wilson, Johnnie Walters, Brandon Morrison

Date: May 27, 2015

Re: Appeal of Probationary Status for the Barton-Lexa School District

---

- Physics was offered to our students as a course option for the 2014-2015 school year. However, no students requested the course.
- As a result we chose not to schedule Physics as an on-campus course as we did last year due to the low amount of interest in the course.
- I have attached copies of our course request forms for 11th and 12th grades reflecting that Physics was offered to our students. I have also attached copies of our TRIAND Master Schedule Matrix for marking periods one and three reflecting that the course was indeed scheduled throughout the school year.
- Last year our Physics course was online through Virtual Arkansas. We have the course scheduled with Virtual Arkansas again this year although there are no students in the class. I have attached a copy of page four of the Master Schedule Matrix showing the course.
- Physics is/was readily available for any student should the need for it arise during the school year.
- I did go through the schedule using the standards checklist at the beginning of the school year and noted that all required courses were scheduled. The fact that there was no student actually enrolled in the Physics course was an oversight on my part.
- To ensure no mistakes for 2015-2016:
    - I have again checked the schedule against the standards checklist. All required courses are scheduled with students enrolled.

- My first year as a principal when the schedule was set and all students were scheduled I took all of these materials to my standards specialist at ADE and asked him review it for correctness and accuracy. I will do the same this summer.

- A genuine, good faith effort was made to provide the course as required by Standards.

- At no time and in no way was any student at any time denied access to the course.

On behalf of the Barton-Lexa School District and for the following reasons I respectfully submit and request:

- A genuine, good faith effort was made to comply with Standards requirements and no student was harmed or denied access as a result of this mistake.

- Act 853 of the 2015 Legislative Session provides a process for a school district to avoid a probationary citation in the event that it is faced with this same circumstance in the future.

- Act 853 will become effective on July 22, 2015 prior to the beginning of the 2015-2016 school year meaning that school districts may be exempted from certain standards as early as the upcoming school year.

- With these circumstances in mind I request that the probationary status for Barton High School and the Barton-Lexa School District be nullified for the 2015-2016 school year.

I will be happy to attempt to provide you with any additional information you desire or answer any questions that you may have.

Respectfully,

Chris Goodin
Principal
Barton High School

11th Grade Courses

Required:

English 11 or AP English 11- please circle

US History or AP US History- please circle

Algebra II

Anatomy and Physiology or Chemistry or Environmental Science or Physics Online- circle 1

(you must take Chemistry or Physics to be eligible for the Arkansas Challenge Scholarship)

Electives: Circle 3

PE/Health

Art I

Art II

Art III

Choir

Band II

Spanish I, Spanish II, Spanish III

Manufacturing/Cabinet Making

Furniture I

Furniture Lab II

Family Dynamics

Parenting/Childhood Development

Study Hall

Football- you will need a physical before school starts

Boys' Basketball- you will need a physical before school starts

Girls' basketball- you will need a physical before school starts

Food/ Nutrition

ACT Prep online

Business Applications

Marketing Applications

Sociology online

Computer Science and Mathematics online

** THIS FORM MUST BE SIGNED AND RETURNED IN ORDER FOR YOU TO RECEIVE A SCHEDULE

STUDENTS WHO DO NOT RETURN THIS FORM IN A TIMELY MANNER WILL LOSE THE PRIVILEDGE OF CHOOSING THEIR ELECTIVES

Your name_____ **Parent signature**_____

12th Grade Courses

Required:

English 12 or AP Literature or AP Language

Algebra III, or Pre/Cal Trig or Math Applications (you must have 4 math credits to graduate)

Speech or Oral Communications

Electives:

PE/Health

Art I

Art II

Art III

Choir

Band III

Spanish I, Spanish II, Spanish III

Annual

Manufacturing/Cabinet Making, Furniture II, Furniture Lab III,

Family Dynamics

Parenting/Childhood Development

Food and Nutrition

Study Hall

Football-you will need a physical before school starts

Boys' Basketball- you will need a physical before school starts

Girls' basketball- you will need a physical before school starts

Business Applications

Marketing Applications

Chemistry

Physics online

Anatomy and Physiology

Environmental Science

ACT Prep online

Computer Science and Mathematics online

Sociology online

** THIS FORM MUST BE SIGNED AND RETURNED IN ORDER FOR YOU TO RECEIVE A SCHEDULE.

STUDENTS WHO DO NOT RETURN THIS FORM IN A TIMELY MANNER WILL LOSE THE PRIVLEDGE OF CHOOSING THEIR ELECTIVES.

Your name_____

Parent/Guardian Signature _____ **Date** _____

Barton High School Master Schedule Matrix

Year: 2015

Marking Period: 1

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Gerrard, Jake 1119 Total for MP: 60	999130 - 1 Annual Room #: 202 Seats Used: 16	399040 - 3 Intro Comp Tech Room #: 202 Seats Used: 6 399050 - 4 Keyboarding Room #: 202 Seats Used: 0		399040 - 7 Intro Comp Tech Room #: 202 Seats Used: 9	399040 - 5 Intro Comp Tech Room #: 202 Seats Used: 3	492340 - 1 Mkt.App. Room #: 202 Seats Used: 10 492700 - 1 Sm Bus Op Room #: 202 Seats Used: 3	492120 - 1 Business Applic Room #: 202 Seats Used: 13
Grason, Anna 1195 Total for MP: 0							
Gruby, C 1101 Total for MP: 15				415000 - 1 Journalism Room #: 223 Seats Used: 15			
Gunn, S 1020 Total for MP: 149	388210 - 1 Science 8 Room #: 8 Seats Used: 24	420000 - 1 Biology Room #: 8 Seats Used: 26	42000P - 2 PAP Biology Room #: 8 Seats Used: 18	42000P - 1 PAP Biology Room #: 8 Seats Used: 31	999800 - 20 Teacher Prep Room #: 8 Seats Used: 0	38821P - 1 PAP Sci.8 Room #: 8 Seats Used: 23	38821P - 2 PAP Sci.8 Room #: 8 Seats Used: 27
Hansen, Alyssa 1185 Total for MP: 107	440020 - 2 Spanish 2 Room #: 112 Seats Used: 16	440020 - 4 Spanish 2 Room #: 112 Seats Used: 19	440020 - 1 Spanish 2 Room #: N/A Seats Used: 0 999800 - 6 Teacher Prep Room #: 112 Seats Used: 0	440000 - 1 Spanish I Room #: 112 Seats Used: 21	540030 - 1 Spanish III Room #: 112 Seats Used: 5	440000 - 2 Spanish I Room #: 112 Seats Used: 26	440000 - 3 Spanish I Room #: 112 Seats Used: 20

422000 - 1
Physics
Room #: 111
Seats Used: 0

Barton High School Master Schedule Matrix

Year: 2015

Marking Period: 3

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Funk, Mike 1173 Total for MP: 77	494460 - 1 Man/Cabinet Room #: AB Seats Used: 17 999000 - 19 Cabinet/Funk Aid Room #: AB Seats Used: 0	494460 - 4 Man/Cabinet Room #: AB Seats Used: 15	999800 - 27 Teacher Prep Room #: AB Seats Used: 0	494870 - 3 Furniture II Room #: AB Seats Used: 18	494870 - 2 Furniture II Room #: AB Seats Used: 11	494460 - 2 Man/Cabinet Room #: AB Seats Used: 6 999000 - 17 Cabinet/Funk Aid Room #: AB Seats Used: 1	494460 - 3 Man/Cabinet Room #: AB Seats Used: 8 999000 - 18 Cabinet/Funk Aid Room #: AB Seats Used: 1
Gerrard, Jake 1119 Total for MP: 107	999130 - 1 Annual Room #: 202 Seats Used: 17	399040 - 3 Intro Comp Tech Room #: 202 Seats Used: 0 399040 - 4 Intro Comp Tech Room #: 202 Seats Used: 26	399040 - 2 Intro Comp Tech Room #: 202 Seats Used: 27	399050 - 2 Keyboarding Room #: 202 Seats Used: 2 399050 - 6 Keyboarding Room #: 202 Seats Used: 0	399040 - 5 Intro Comp Tech Room #: 202 Seats Used: 7	492340 - 1 Mkt.App. Room #: 202 Seats Used: 18	492120 - 1 Business Applic Room #: 202 Seats Used: 10
Grapis, Christopher 1209 Total for MP: 81	358540 - 1 Instrumental Music 5-8 Room #: 204 Seats Used: 5 377540 - 7 Inst Music 7th Room #: N/A Seats Used: 0	377560 - 8 Fa-Music Room #: 204 Seats Used: 21	388560 - 3 Fa-Music Room #: 204 Seats Used: 9	452000 - 1 Choir Room #: 204 Seats Used: 17	999800 - 2 Teacher Prep Room #: 204 Seats Used: 0	388540 - 1 Inst. Music 8 Room #: 204 Seats Used: 11	451001 - 1 Band 9-12 Room #: 204 Seats Used: 4 551020 - 1 Band 2 Room #: 204 Seats Used: 8 551030 - 1 Band 3 Room #: 204 Seats Used: 6
Grason, Anna 1195 Total for MP: 0							422000 - 1 Physics Room #: 111 Seats Used: 0
Gruby, C 1101 Total for MP: 9				415000 - 1 Journalism Room #: 223 Seats Used: 9			

ACTION AGENDA ITEM

Title: England School District – Appeal of Probationary Status Not teaching required 38 Units for the 2014-15 school year.

Agenda Category: **Action Agenda**

Full Item Title: England School District – Appeal of Probationary Status Not teaching required 38 Units for the 2014-15 school year.

Attachments: Appeal Letter, Evidence submitted by district

Background Information

England School District requests a waiver from Standards Rules 9.03.4.1 (Drama – 1/2 unit) and 9.03.4.2 (Physics – 1 unit).

The district did not provide a Drama (1/2 unit) course in their 2014-15 schedule.

The district had two (2) student enrolled in Physics until the end of the first semester when they dropped the course.

The district is requesting Accredited-probationary status not be upheld and a status of Accredited-cited be applied to England High School.

England School District

ENGLAND SCHOOL DISTRICT
501 PINE BLUFF HWY
ENGLAND, AR 72046
(501)842-2996
(501)842-3698/FAX

Eddie Johnson, Superintendent

May 5, 2015

Office of the Commissioner
Arkansas Department of Education
Four State Capitol Mall Room 304-A
Little Rock, AR 72201

To whom it may concern,

Please consider this letter as the England School District's notice of written appeal that ADE has improperly determined that England High School has failed to meet Standards for Accreditation. England High School has been given a probationary status for no students taking oral communication/ drama and physics, Rule (9.03.3).

We had two students enrolled in physics through Virtual Arkansas until both students failed the first semester and dropped the course. Virtual Arkansas does not offer the first semester of physics in the spring semester so that left us with no students in physics.

Also, Virtual Arkansas had drama on their selection sheet for the 2014-2015 school year but they were unable to provide the course. We did have students signed up to take the course but it was August when we found out that Virtual Arkansas could not offer the course. We did not have a teacher with drama certification to teach the ½ drama unit to go along with the ½ unit of oral communication. Our high school counselor contacted all of the other state approved vendors for online courses and they did not offer drama.

This appeal is being made based upon the new legislation, ACT 853, which ensures that a school district is not in violation of the standards of accreditation if the school district offers a course and no students take the course.

Sincerely,

Eddie Johnson
Superintendent, England School District

3/2/2015

ENGLAND SCHOOL DISTRICT

ENGLAND HIGH SCHOOL
501 Pine Bluff Highway
England, AR 72046

To the Parents or Guardian Of:

Student Schedule

Student ID Name Gr Hrm Team Counselor Header

Period	Course-Section	Description	Marking Periods	Days	Room	Teacher	Building
1	413000 - 1	English IV	1,2,3,4	M,T,W,R,F	112	Mount, Brett	18
2	493140 - 1	Housing	1,2	M,T,W,R,F	121	Rasberry, Misty	18
2	452020 - 2	Advance Music	3,4	M,T,W,R,F	144	Weaver, Ryan	18
3	495340 - 3	Intro to Medical Professions	1,2	M,T,W,R,F	109	Wood, Kellye	18
3	474400 - 2	Psychology	3,4	M,T,W,R,F	109	Garrison, Sarah	18
4	495360 - 4	Medical Terminology	1,2	M,T,W,R,F	109	Cokley, Jenny	18
4	495330 - 2	Medical Procedures	3,4	M,T,W,R,F	N/A	Wood, Kellye	18
5	439070 - 1	Algebra III	1,2,3,4	M,T,W,R,F	118	Branch, Mark	18
6	999000 - 4	Guided Studies	1,2	M,T,W,R,F	115	Perez, Linda	18
6	493210 - 2	Parenting	3,4	M,T,W,R,F	121	Rasberry, Misty	18
7	422000 - 1	Physics	1,2	M,T,W,R,F	109	Byrd, Jeremiah	18
7	999830 - 1	Student Aide	3,4	M,T,W,R,F	N/A	Staff	18
8	494620 - 7	Intro to Criminal Justice	1,2	M,T,W,R,F	109	Cottrell, Tiffany	18
8	495320 - 2	Human Behavior Disorder	3,4	M,T,W,R,F	109	Kelly, Mike	18

England High School

501 Pine Bluff Hwy. / England, AR 72046 / Phone (501) 842-2031

Name _____ Date of Birth _____ Sex _____

I.D. No. _____ Parent / Guardian _____

School Last Attended _____ Entered _____

Date of Graduation _____ No. In Class _____ Rank _____

2009/2010 Gr: 07

Reading	B
Math	B
English	B
Soc. Studies	B
Science	B
Art	C

Moore Elementary, KC, MO

Course	SEM 1	SEM 2	Earned Credit
ALGEBRA I	F	F	0.0000
ENGLISH I HON	D	C	1.0000
FAM & CONS SCI	B	B	1.0000
HEALTH & SAFETY		A	0.5000
JR GIRLS ATHLET	A	A	0.0000
PHYS. SCIENCE	C	B	1.0000
PHYSICAL ED	A		0.5000
PRE AP CIVICS	B	C	1.0000

Cumulative GPA: 1.9000 Rank: 38 of 53

Cumulative Earned Credits: 5.00

Days Present: 86 of 87.5

Grade: 10 Year: 2013

Course	SEM 1	SEM 2	Earned Credit
ALGEBRA I	D	C	1.0000
BIOLOGY	C	C	1.0000
COMP BUS APPL	A	A	1.0000
ENGLISH II	B	A	1.0000
GEOMETRY	D	C	1.0000
GIRLS ATHLETICS	A	A	0.0000
WORLD HISTORY	B	A	1.0000

Cumulative GPA: 2.4583 Rank: 24 of 46

Cumulative Earned Credits: 11.00

Days Present: 0 of 0

Grade: 11 Year: 2014 ID:

Course	SEM 1	SEM 2	Earned Credit
Algebra II	A	B	1.0000
American History	B	B	1.0000
DC IV- Audio/Visual		B	0.5000
Economics	D		0.5000
English III	B	B	1.0000
Env. Science	B	A	1.0000
Foods & Nutriti		A	0.5000
Girls Athletics	A	A	0.0000
Leadership Serv	A		0.5000
LEARNING SKILLS			0.0000
Oral Communication		A	0.5000

Cumulative GPA: 2.5366 Rank: 24 of 47

Cumulative Earned Credits: 18.5

Days Present: 153.5 of 178

NAME OF STUDENT _____ STUDENT ID _____

PLAN

TEST DATE 11/14/2012

	ENG	MATH	READ	SCI	COMP	ENGLISH SUBSCORES		MATH SUBSCORES	
SCALE SCORES	13	16	15	13	14	06	06	07	07
NATIONAL %ILE	27	45	43	10	26	U/M	RS	ALG	GEOM

Grade: 12 Year: 2015

Course	SEM 1	SEM 2	Earned Credit
Advance Music			0.0000
Algebra III	B		0.5000
English IV	C		0.5000
Fashion Merchandising			0.0000
Housing	A		0.5000
Human Behavior Disorder			0.0000
Intro to Criminal Justice	F		0.0000
Intro to Medical Professions	C		0.5000
Medical Procedures			0.0000
Medical Terminology	D		0.5000
Parenting			0.0000
Physics	F		0.0000
Psychology			0.0000

Cumulative GPA: 2.5682 Rank: 23 of 47

Cumulative Earned Credits: 21

Days Present: 94.5 of 106

3/2/2015

ENGLAND SCHOOL DISTRICT

ENGLAND HIGH SCHOOL
501 Pine Bluff Highway
England, AR 72046

To the Parents or Guardian Of:

Student Schedule

Student ID	Name	Gr	Hm	Team	Counselor	Locker

Period	Course-Section	Description	Marking Periods	Days	Room	Teacher	Building
1	413000 - 1	English IV	1,2,3,4	M,T,W,R,F	112	Mount, Brett	18
2	492380 - 1	Office Management	1,2,3,4	M,T,W,R,F	105	Robinson, Brittney	18
3	439070 - 2	Algebra III	1,2,3,4	M,T,W,R,F	118	Branch, Mark	18
4	495360 - 4	Medical Terminology	1,2	M,T,W,R,F	109	Cokley, Jenny	18
4	999000 - 14	Guided Studies	3,4	M,T,W,R,F	119	Love, Michael	18
5	493160 - 1	Leadership Service Learning	1,2	M,T,W,R,F	121	Rasberry, Misty	18
5	493150 - 2	Human Relations	3,4	M,T,W,R,F	N/A	Rasberry, Misty	18
6	414000 - 4	Oral Communication	1,2	M,T,W,R,F	123	Ashley, Joslin	18
6	493210 - 2	Parenting	3,4	M,T,W,R,F	121	Rasberry, Misty	18
7	422000 - 1	Physics	1,2	M,T,W,R,F	109	Byrd, Jeremiah	18
7	43200CR - 1	ALGEBRA II	3,4	M,T,W,R,F	136	Branch, Mark	18
8	999813 - 1	Girls Athletics	1,2,3,4	M,T,W,R,F	GYM	Mackey, David	18

England High School

501 Pine Bluff Hwy. / England, AR 72046 / Phone (501) 842-2031

Name ___ Date of Birth

I.D. No. ___ Parent/Guardian

School Last Attended ___ Entered

Date of Graduation ___ No. In Class ___ Rank ___

Grade: 09 Year: 2012

Course	SEM 1	SEM 2	Earned Credit
ALGEBRA I	C	C	1.0000
CIVICS	A	A	1.0000
ENGLISH I	B	C	1.0000
FAM & CONS SCI	A	B	1.0000
JR GIRLS ATHLET	A	A	0.0000
PHYS. SCIENCE	B	B	1.0000
SPANISH I	B	C	1.0000

Cumulative GPA: 3.0000 Rank: 16 of 53
Cumulative Earned Credits: 6.00

Days Present: 87.5 of 87.5

Year: 2012-13 **Grade:** 10

Building: Lonoke High School

Course	SEM 1	SEM 2	Credit
American History	D	D	1
Biology	B	C	1
Accounting I	B	C	1
English II	C	C	1
Geometry	D	D	1
Health & Safety		B	0.5
Physical Ed	A		0.5
World History	D	C	1

Grade: 11 Year: 2014

Course	SEM 1	SEM 2	Earned Credit
Accounting I	B	B	1.0000
Algebra II	C	NC	0.5000
Art I	B	A	1.0000
Chemistry		D	0.5000
Chemistry	C		0.5000
Economics	D		0.5000
English III	D	D	1.0000
Foods & Nutriti		A	0.5000
Girls Athletics		A	0.0000
LEARNING SKILLS			0.0000

Cumulative GPA: 0.0000 Rank: 0 of 47
Cumulative Earned Credits: 21.5

Days Present: 103 of 108

Grade: 12 Year: 2015

Course	SEM 1	SEM 2	Earned Credit
Algebra II			0.0000
ALGEBRA II			0.0000
Algebra III	B		0.5000
English IV	C		0.5000
Girls Athletics	A		0.0000
Human Relations			0.0000
Intro to Medical Professions	F		0.0000
Leadership Service Learning	A		0.5000
Medical Terminology			0.0000
Office Management	A		0.5000
Oral Communication	A		0.5000
Parenting			0.0000
Physics	F		0.0000

Cumulative GPA: 0.0000 Rank: 0 of 47
Cumulative Earned Credits: 24

Days Present: 99 of 106

NAME OF STUDENT | SS#/ACT ID | DATE OF BIRTH

The ACT®

	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
SCORES:	14	17	17	17	16
PERCENT AT OR BELOW NAT'L COMP.:					23

COMBINED ENGLISH/ WRITING	WRITING (SCORE RANGE 2-12)
--	--

ACT

TEST DATE & TEST LOCATION: 10/2014 NATIONAL

Where AR Kids are Our Kids!

May 13, 2014

To Whom It May Concern:

Your district registered students for the Drama, French I, or French II class with Virtual Arkansas. We regret to inform you that the Drama, French I, and French II courses were not approved by ADE for Virtual Arkansas to provide as satisfying the requirements of Act 1280 the 2014 – 2015 academic year.

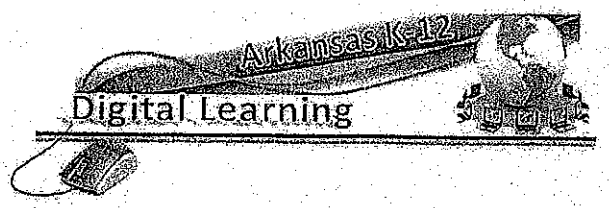
We are investigating if Virtual Arkansas may provide the Drama, French I, and French II classes to those districts that registered students, as a digital learning class that will not be used by the district to satisfy the requirements of Act 1280. Once we receive definitive direction from ADE, we will contact you and let you know if Virtual Arkansas will be able to offer these classes during the 2014 – 2015 academic year.

Thank you for your understanding and patience as we work to resolve this issue. If you have questions, please contact the Central Office at 501.477.2781.

Sincerely,

Michael Lar, Associate Director
Virtual Arkansas

Virtual Arkansas 101 Bulldog Drive, Plumerville, AR 72127 Tel 501.477.2781 Fax 501.208.5438 virtualarkansas.org



APPROVED DIGITAL PROVIDERS BY COURSE

Approved Digital Providers by Course

Please choose a provider to see what courses they are approved to offer Arkansas public schools.

- Arkansas Department of Career Education
- Arkansas Public School Resource Center
- Arkansas State University
- Northwest Arkansas Education Service Cooperative
- Northwest Arkansas Community College
- Edmentum, Inc.
- Florida Virtual School Global
- K12 Virtual School, LLC (Fuel Education)
- Southern Arkansas University Technical College
- University of Arkansas Fort Smith
- Arkansas Northeastern College
- Arkansas School for Mathematics, Sciences, and the Arts
- BYU Independent Study
- North Arkansas College
- Odysseyware Academy
- Southeast Arkansas Community Based Education Center
- Edgenuity, Inc.
- Greenways Academy
- PCCUA - Phillips County College
- Southeast Arkansas Community College
- Virtual Arkansas
- Apex Learning Inc

Last modified: Thursday, 25 September 2014, 2:03 PM

Mr. Johnson,
In October and early November I checked the course offerings of the approved providers and none offered Drama.

MB Meeks

(2)

Mr. Johnson,

The attached copies are a series of email between me and David Slaymaker at Arkansas School for Math, Science and Arts (ASMSA). I sent an original email in November (2014) and these are emails that were sent in early December (2015).

I know these emails are confusing so please allow me to give you the timeline and information in a simpler format:

After checking the Arkansas approved on-line providers for Drama and not finding the course, I contacted ASMSA because they were our provider for the last number of years for Drama. I contacted ASMSA to inquire if they were offering Drama would it be perhaps a possibility to have our students in that class via computer. David Slaymaker from ASMSA responded letting me know Drama was not one of their on-line courses this year but they did have approval to teach the Drama course. Next I asked Mr. Slaymaker if there would be any possible way they could they might could add this and offer it since they were approved and several schools had the need. He responded he was not certain but if we had an interest he would have to propose and clear this with his senior administration. Due to the fact they did not receive any grant monies to support the Drama they would have to hire an adjunct instructor and the cost would be $300 per student with the minimum charge would be $4500 per semester. I contacted two other schools to inquire if they might be interested in sharing this cost. By the time those two schools got back to me it was too late to pursue trying to get this for just England High School because neither school was interested in this proposition.

Mari Ben Newton

From:	David Slaymaker <slaymakerd@asmsa.org>
Sent:	Wednesday, December 03, 2014 11:11 AM
To:	Mari Ben Newton
Cc:	Natalie Humphreys
Subject:	Re: ASMSA Digital Classes

Hello- Sorry to say no. We are approved to teach drama by ADE but are not currently offering it. At present we are offering:

Chinese
French
Pre-AP Physics
AP Biology
AP Calculus
AP Statistics

We do intend to add more courses next year. Please note that the STEM courses are currently grant funded and free of charge. We believe that will continue next year with the additional of more STEM course such as Environmental Science. We have worked with your school before and would certainly like to have you with us again. Please feel free to keep in touch with me and many thanks!

Dave

On Wed, Dec 3, 2014 at 11:01 AM, Mari Ben Newton <mari.ben.newton@england.k12.ar.us> wrote:

We are in need of a Drama class next semester. Could we offer the on-line Drama class through ASMSA?

Mari Ben Newton

Counselor

England High School

--
W. David Slaymaker, Assistant Dean for Outreach
Arkansas School for Mathematics, Sciences and the Arts
University of Arkansas System
200 Whittington Avenue
Hot Springs, AR 71901

501-622-5434

Mari Ben Newton

From: David Slaymaker <slaymakerd@asmsa.org>
Sent: Thursday, December 04, 2014 8:51 AM
To: Mari Ben Newton
Subject: Re: ASMSA Digital Classes

Hello Mari- It is a difficult situation as lack of funding led to the closure of ODE and the loss of our teachers. We obtained the Drama course approval before we were 100% sure that was the way things would go.

I can think of one possibility for this, and to do so I would need to clear it with our senior administration. There is the possibility that I might be able to hire an adjunct instructor to teach the class for you, if I was able to do this, as we no longer receive any grant money to support drama, the cost of the semester class would be $300.00 per student per semester with a minimum charge of $4,500.00 per semester if enrollment was under 15.

If you are interested I am would be happy to check in to this further, but no guarantees. Please keep in mind our STEM and languages classes for next year and hopefully we will be able to work with your school again.

Thank You

Dave

On Wed, Dec 3, 2014 at 4:05 PM, Mari Ben Newton <mari.ben.newton@england.k12.ar.us> wrote:

Is there any possible way since you are approved you might add this course? We are required to offer Drama and I cannot find the course on-line. I have heard from one or two other schools who are in the same situation. Just wanted to ask, never know if it is a possibility until we ask. ☺

MB

From: David Slaymaker [mailto:slaymakerd@asmsa.org]
Sent: Wednesday, December 03, 2014 11:11 AM
To: Mari Ben Newton
Cc: Natalie Humphreys
Subject: Re: ASMSA Digital Classes

Hello- Sorry to say no. We are approved to teach drama by ADE but are not currently offering it. At present we are offering:

Chinese

French

Mari Ben Newton

From: David Slaymaker <slaymakerd@asmsa.org>
Sent: Thursday, December 04, 2014 10:06 AM
To: Mari Ben Newton
Subject: Re: ASMSA Digital Classes

Yes, this is purely speculative if we can do it, but we could have multiple schools. Two would be best. Three would be the maximum. Each school would pay $300.00 per student but again, we would need to make get the minimum $4,500.00 so we could pay the teacher and cover our costs.

Also the class would be delivered in one of two ways:

It could be done via the video equipment we used to use if that is possible on your end-

Or via video to the students desk tops. Either way students would need to have internet connected computers with sufficient bandwidth for class as some work would be on line to satisfy the requirement of ACT 1280.

Thanks

Dave

On Thu, Dec 4, 2014 at 9:56 AM, Mari Ben Newton <mari.ben.newton@england.k12.ar.us> wrote:

If and I know that is a BIG IF, there were other schools who needed this and the class could be done- could this be for multiple schools???

Mb

From: David Slaymaker [mailto:slaymakerd@asmsa.org]
Sent: Thursday, December 04, 2014 8:51 AM
To: Mari Ben Newton
Subject: Re: ASMSA Digital Classes

Hello Mari- It is a difficult situation as lack of funding led to the closure of ODE and the loss of our teachers. We obtained the Drama course approval before we were 100% sure that was the way things would go.

I can think of one possibility for this, and to do so I would need to clear it with our senior administration. There is the possibility that I might be able to hire an adjunct instructor to teach the class for you. if I was able to do

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

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Commissioner

State Board of Education

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Crossett
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Alice Mahony
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Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 21, 2015

Mr. Eddie Johnson, Superintendent
England School District
501 Pine Bluff Hwy.
England, AR, 72046

Re: Notice of Probationary Status Appeal Hearing
(VIA CERTIFIED AND REGULAR MAIL)

Mr. Johnson,

On May 01, 2015, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2014-15 school year:

England High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 05, 2015**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 11, 2015 , in the Auditorium of the Pulaski County Special School District, 925 East Dixon Road, Little Rock, Arkansas, 72206 at 10:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **England School District** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Thursday, May 28, 2015.**

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Mr. Johnny Key, Commissioner of Education
M. Annette Barnes, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

ACTION AGENDA ITEM

Title: Mt. Pine School District – Appeal of Probationary Status Not teaching required 38 Units for the 2014-15 school year.

Agenda Category: **Action Agenda**

Full Item Title: Mt. Pine School District – Appeal of Probationary Status Not teaching required 38 Units for the 2014-15 school year.

Attachments: Appeal Letter, Evidence submitted by district

Background Information

Mt. Pine High School was in violation of Standards Rules 9.03.4.2 (Physics – 1 unit).

The district had two (2) student enrolled in Physics but the students dropped the course during the first two weeks of the fall semester. No other students enrolled.

The district is requesting Accredited-probationary status not be upheld and a status of Accredited be applied to Mt. Pine High School.

Mountain Pine High School

726 Blakely Dam Road
P.O. Box 1
Mountain Pine, AR 71956

Phone: 501-767-1540 Ext. 2
Fax: 501-767-0170

To: JOHNIE WALTERS
From: MIKE KEESE
Re: COMPLIANCE
Cc:

Fax: 501-682-4618
Date: 5/4/15
Pages: 18

☑ Urgent ☑ For review ☐ Please comment ☐ Please reply ☐ Please recycle

mike.keese@mpsdrd.com—Principal

paul.sims@mpsdrd.com– Counselor

lee.poteete@mpsdrd.com– ESCHOOL

shannon.currington@mpsdrd.com– Administrative Assistant

confidential

MOUNTAIN PINE HIGH SCHOOL

P.O. BOX NO. 1
MOUNTAIN PINE, ARKANSAS 71956
PHONE: (501) 767-6917
FAX: (501) 767-0170

5/04/2015

To Mr. Johnie Walters

When I, Mike Keese, was hired in July, there was not a Master Schedule in place. It had been the practice at Mountain Pine to give out student schedules for Jr/Sr. high students during an open house celebration called "Carnival" the Thursday before the Monday of the first day of school. This year the schedule had not been finalized. We passed out temporary schedules on that Thursday and the first day of school on Monday. According to our adopted handbook students then had two weeks to change their schedule without penalty.

During that two week period, we did schedules by hand and not on eschool until we had something definite. Physics was in our Master Schedule during the 5th period of the day. Christine Lippert was the certified teacher and we had two students originally signed up for it. The two students were seniors, . During the first two weeks they dropped and we could convince no other students to take it. We kept Physics on our schedule and Mrs. Lippert assigned to that period in case we had transfers from other schools.

We do have A.P. Chemistry in our schedule and Mrs. Lippert also teaches that during our 2nd period. I just finished proctoring the A.P. Chemistry exam to our 12 seniors that took that course this year.

Along with this fax are the teaching assignments, classes and students of our three Science teachers and the handwritten schedules fo Christine Lippert teaches A.P. Chemistry, Chemistry, Physical Science and Physics. Keith Scott teaches Biology, Pre AP Biology, 7th Grade Science and Environmental Science. Sean Kelloms teaches 8th Grade Science and Pre AP 8th Grade Science.

Sincerely,

Mike Keese

Mike Keese

Principal

Mountain Pine High School

Office: 501-767-1540 Cell: 501-230-6315 Email: mike.keese@mpsdrd.com

CLASS SCHEDULE CHANGE

S[redacted]
STUDENT'S ID NUMBER
TEACHER/COUNSELOR

DATE
CLASS GRADE 12
DATE RETURNED

COURSES TO BE ADDED OR DROPPED

COURSE TO BE DROPPED	ABBREVIATED COURSE NAME	ROOM NO.	TEACHER SIGNATURE	COURSE TO BE ADDED	ABBREVIATED COURSE NAME	ROOM NO.	TEACHER SIGNATURE
1.				1. O.Com / Per Fin			
2.				2. AP Chem			
3.				3. AP Lit			
4.				4.			
5.				5. Physics			
6.				6. → Vo Tech Graphics Design			
7.				7.			
8.				8. Pre Cal / Trig			
9.				9.			

PRINCIPAL COUNSELOR

521663–Hammond & Stephens, Fremont, NE WHITE–PARENT CANARY–OFFICE PINK–TEACHER

CLASS SCHEDULE CHANGE

S[redacted]
STUDENT'S ID NUMBER
TEACHER/COUNSELOR

DATE
CLASS GRADE 12
DATE RETURNED

COURSES TO BE ADDED OR DROPPED

COURSE TO BE DROPPED	ABBREVIATED COURSE NAME	ROOM NO.	TEACHER SIGNATURE	COURSE TO BE ADDED	ABBREVIATED COURSE NAME	ROOM NO.	TEACHER SIGNATURE
1.				1.			
2.				2. Ap Chem			
3.				3. Ap Lit			
4.				4.			
5.				5. Physics			
6.				6. → NPEC			
7.				7.			
8.				8.			
9.				9.			

PRINCIPAL COUNSELOR

521663–Hammond & Stephens, Fremont, NE WHITE–PARENT CANARY–OFFICE PINK–TEACHER

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
421000-1	Chemistry	1111	Lippert, C	1 ,2 ,3 ,4	M,T,W,R,F	1	4

Student ID	Student Name	Grade	Sex	Counselor	Homeroom	Phone Number	Home Building	House Team
[redacted]	[redacted]	11		Sims, P	N/A			
[redacted]	[redacted]	11		Sims, P	N/A			
[redacted]	[redacted]	11		Sims, P	N/A			
[redacted]	[redacted]	11		Sims, P	N/A			
[redacted]	[redacted]	11		Sims, P	N/A			
[redacted]	[redacted]	11		Sims, P	N/A			
[redacted]	[redacted]	11		Sims, P	N/A			

Unique Students: 7

Total Students: 7

Teacher Signature: _____ **Date:** _____

Legend

Inactive

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
421000-2	Chemistry	1111	Lippert, C	1 ,2 ,3 ,4	M,T,W,R,F	7	4

Student ID	Student Name	Grade	Sex	Counselor	Homeroom	Phone Number	Home Building	House Team
[redacted]		11		Sims, P				
[redacted]		11		Sims, P	N/A			
[redacted]		11		Sims, P	N/A			
[redacted]		11		Sims, P	N/A			
[redacted]		11		Sims, P	N/A			
[redacted]		11		Sims, P	N/A			
[redacted]		11		Sims, P				
[redacted]		12		Sims, P	N/A			
[redacted]		12		Sims, P	N/A			

Unique Students: 9

Total Students: 9

Teacher Signature: **Date:**

Legend

Inactive

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
422000-1	Physics	1111	Lippert, C	1 ,2 ,3 ,4	M,T,W,R,F	5	4

Total Students: 0

Teacher Signature: **Date:**

Legend

Inactive

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
423000-2	Physical Scienc	1111	Lippert, C	1 ,2 ,3 ,4	M,T,W,R,F	6	4

Student ID	Student Name	Grade	Sex	Counselor	Homeroom	Phone Number	Home Building	House Team
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			

Unique Students: 6

Total Students: 6

Teacher Signature: **Date:**

Legend

Inactive

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
423000-4	Physical Scienc	1111	Lippert, C	3 ,4	M,T,W,R,F	4	4

Student ID	Student Name	Grade	Sex	Counselor	Homeroom	Phone Number	Home Building	House Team
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
	T	09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		09		Sims, P	N/A			
		10		Sims, P	N/A			
		11		Sims, P	N/A			

Unique Students: 24

Legend

Inactive

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
423000-4	Physical Scienc	1111	Lippert, C	3 ,4	M,T,W,R,F	4	4

Total Students: 24

Teacher Signature: **Date:**

Legend

Inactive

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
521030-1	AP Chem & Lab	1111	Lippert, C	1 ,2 ,3 ,4	M,T,W,R,F	2	4

Student ID	Student Name	Grade	Sex	Counselor	Homeroom	Phone Number	Home Building	House Team
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			
[redacted]	[redacted]	12		Sims, P	N/A			

Unique Students: 12

Total Students: 12

Teacher Signature: **Date:**

Legend

Inactive

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
420000-1	Biology	1043	Scott, Keith	1 ,2 ,3 ,4	M,T,W,R,F	5	13

Student ID	Student Name	Grade	Sex	Counselor	Homeroom	Phone Number	Home Building	House Team
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P	N/A			
[redacted]		10		Sims, P				
[redacted]		11		Sims, P	N/A			
[redacted]		11		Sims, P	N/A			
[redacted]		11		Sims, P	N/A			
[redacted]		11		Sims, P	N/A			
[redacted]		12		Sims, P	N/A			

Unique Students: 18

Total Students: 18

Teacher Signature: **Date:**

Legend

Inactive

5/4/2015

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
420000-2	Biology	1043	Scott, Keith	1 ,2 ,3 ,4	M,T,W,R,F	6	13

Student ID	Student Name	Grade	x	Counselor	Homeroom	Phone Number	Home Building	House Team
		09		Sims, P				
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P				

Unique Students: 9

Total Students: 9

Teacher Signature: **Date:**

Legend

Inactive

5/4/2015

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
42000A-1	Bio Preap	1043	Scott, Keith	1 ,2 ,3 ,4	M,T,W,R,F	2	13

Student ID	Student Name	Grade	Sex	Counselor	Homeroom	Phone Number	Home Building	House Team
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			
		10		Sims, P	N/A			

Unique Students: 8

Total Students: 8

Teacher Signature: **Date:**

Legend

Inactive

Class Lists By Section

47 - Mtn. Pine High School

For Marking Period 1, 2, 3, 4

Course-Section	Description	Primary Staff		Marking Periods	Cycles	Period	Room
388210-1	Science 8	1197	Kelloms, Sean	1 ,2 ,3 ,4	M,T,W,R,F	2	26

Student ID	Student Name	Grade	Sex	Counselor	Homeroom	Phone Number	Home Building	House Team
		08		Sims, P	N/A			
		08		Sims, P	N/A			
		08		Sims, P	N/A			
		08		Sims, P	N/A			
		08		Sims, P	N/A			
		08		Sims, P	N/A			
		08		Sims, P	N/A			
		08		Sims, P	N/A			
		08		Sims, P	N/A			

Unique Students: 9

Total Students: 9

Teacher Signature: **Date:**

Legend

Inactive

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

Johnny Key
Commissioner

State Board of Education

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Toyce Newton
Crossett
Vice Chair

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Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

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Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

An Equal Opportunity Employer

PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 21, 2015

Mr. Robert Gray, Superintendent
Mt. Pine School District
P.O. Box 1
Mt. Pine, AR, 71956

Re: Notice of Probationary Status Appeal Hearing
(VIA CERTIFIED AND REGULAR MAIL)

Mr. Gray,

On May 01, 2015, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2014-15 school year:

Mt. Pine High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 04, 2015**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 11, 2015 , in the Auditorium of the Pulaski County Special School District, 925 East Dixon Road, Little Rock, Arkansas, 72206 at 10:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **Mt. Pine School District** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Thursday, May 28, 2015.**

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Mr. Johnny Key, Commissioner of Education
M. Annette Barnes, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

ACTION AGENDA ITEM

Title: West Side School District (Cleburne Co.) – Appeal of Probationary Status
Not teaching required 38 Units for the 2014-15 school year.

Agenda Category: **Action Agenda**

Full Item Title: West Side School District (Cleburne Co.) – Appeal of Probationary Status
Not teaching required 38 Units for the 2014-15 school year.

Attachments: Appeal Letter, Evidence submitted by district

Background Information

West Side High School was in violation of Standards Rules 9.03.4.1 (Journalism – 1 unit).

The district states that one student was enrolled in Journalism during the fall semester but the student dropped the class. (See explanation in appeal letter)

The district is requesting Accredited-probationary status not be upheld and a status of Accredited-Cited be applied to West Side High School.

c: S Walters

WEST SIDE PUBLIC SCHOOLS

7295 Greers Ferry Rd. Greers Ferry, AR 72067

501-825-6258 Superintendent | 501-825-7241 High School | 501-825-7744 Elementary | 501-825-7133 Federal Coordinator

Date: May 12, 2015

To: Mr. Johnny Key, Commissioner
Arkansas State Board of Education

From: Andy Chisum, West Side School District

Subject: Appeal of Failure to Meet Standards for Accreditation

Dear Mr. Key and Arkansas State Board of Education,

On behalf of West Side School District, I would like to file a formal appeal regarding West Side High School being placed on "Probationary" status. The designation of probationary status is due to the lack of a student being enrolled in a Journalism class.

During the 2014-15 academic year Journalism was included in the high school master schedule and was offered via distance learning through Virtual Arkansas. We did have a student enrolled in Journalism to start the year; however, after a couple of weeks the student realized she had mistakenly enrolled in Journalism thinking she was enrolling in Yearbook. When she realized Journalism was not a Yearbook class; she requested, and was granted, a schedule change to enroll in the newly created EAST class. At that time West Side High School became non-compliant to Rule 9.03.3 because, although Journalism was offered in the master schedule, we did not have a student actually enrolled in the course. By the time the mistake was discovered it was too late to legitimately enroll a student in a Journalism section.

While we acknowledge there was an oversight on our part regarding not having a student enrolled in Journalism, we are filing an appeal requesting our status be amended from "Probationary" to "Cited." We are requesting this appeal because we did offer Journalism in our master schedule, but our failure to meet Standards of Accreditation was due to not actually keeping a student enrolled in the course for the duration of the academic school year. However, going forward, Act 853 from the recent legislative session will remove the requirement to mandate a student to take a course in order to successfully meet the Standard for Accreditation.

I am aware this legislation was not passed until the recent legislative session and I realize it will not go into effect until the 2015-16 academic year, but if our appeal is not granted then we will be considered to be on probationary status for a rule that is no longer in effect. I ask that you please consider that aspect when weighing the option to grant our appeal or not.

I certainly appreciate your time and consideration in this matter. West Side School District will be very grateful if we are able to escape the probationary label. We understand we likely could still remain in the status of cited. We will not dispute that if it

WEST SIDE PUBLIC SCHOOLS

7295 Greers Ferry Rd. Greers Ferry, AR 72067

501-825-6258 Superintendent | 501-825-7241 High School | 501-825-7744 Elementary | 501-825-7133 Federal Coordinator

is the case. We merely are seeking to appeal the probationary status. Again, thank you for your time and consideration on this matter.

Sincerely,

Andy Chisum, Superintendent
West Side School District

Enc: Student Schedule Change Form

STUDENT SCHEDULE CHANGE

Name _____ Grade 12 Date 8 Aug. 2014

Period	Old Schedule	New Schedule	Teachers	Init.
1				
2				
3				
4				
5	Journalism	East	Distance Learning 2HST	MO ER
6				
7				
8				

NOTE: Teachers involved in this schedule change are listed in the third column. Please initial the blank and CHANGE YOUR ROSTER so that the attendance record will be accurate. Thank you.

Parent's Signature

Authorized By

Form 6611 — www.supremeschoolsupply.com — (800) 356-3320

White Copy - Parent/Guardian Yellow Copy - Main Office Pink Copy - Teacher's File

WEST SIDE PUBLIC SCHOOLS

7295 Greers Ferry Rd. Greers Ferry, AR 72067

501-825-6258 Superintendent | 501-825-7241 High School | 501-825-7744 Elementary | 501-825-7133 Federal Coordinator

Date: May 21, 2015

To: Mr. Johnny Key, Commissioner
Arkansas State Board of Education

From: Andy Chisum, West Side School District

Subject: Clarification of Letter of Appeal

Dear Mr. Key and Arkansas State Board of Education,

On behalf of West Side School District, I would like to file a letter of clarification regarding our letter of appeal. In the letter of appeal it was stated that "...after a couple of weeks the student realized she had mistakenly enrolled in Journalism thinking she was enrolling in Yearbook." That should read "...after a couple of 'days'..." instead of a couple of "weeks." Please pardon the oversight and amend our appeal as such.

Enclosed is a copy of our 2014-15 master schedule showing that Journalism was offered via distance learning, an MOU signed by the student for her participation in distance learning classes and an email from Virtual Arkansas showing a timestamp of when the student dropped the journalism class.

I apologize for the oversight in the original letter of appeal and hope the enclosures provide what you need in order to grant our appeal.

Thank you for your time and consideration.

Sincerely,

Andy Chisum, Superintendent
West Side School District

Enc: 2014-15 Master Schedule
Virtual Arkansas MOU
Email from Mike Lar verifying class drop information

2014-15 Master Schedule

File Edit View Insert Format Data Tools Add-ons Help Last edit was made on September 16, 2014 by Matt Irwin

		1	2	3	4	5		6	7	8
Teacher	Rm	1st Period 8:00-8:45	2nd Period 8:50-9:35	3rd Period 9:40-10:25	4th Period 10:30-11:15	5th Period 11:20-12:00/1:05		6th Period 12:40-1:25	7th Period 1:30-2:15	8th Period 2:20-3:05
Barger	2	FACS 493080	Food Nutri. 493110 Nutri. Health 493200	FACS 8 399080 FACS 8 399080	Child Dev. 493020 Parenting 493210	Preparation		FACS 493080	Res. Mgmt. 493190 Clothing Mgmt. 493030	Food Nutr 493110 Nutri Health 493200
D. Carr	5	Science 8 386210	Prep	English 8 386110	College Algebra 538900	Science 8 386210	L	Tools for Learn. 8 Tools for Learn. 8	Career Orient. 7 399100	English 8 386110
R. Carr	50	Shield Metal 495580	Gas Metal Arc 495550	Metal Fabrication 495570	Shield Metal 495580	Metal Fab 495570	U	Metal Fab 495570	Gas Tungsten 495560	Prep
Cooper	9	English 7 377110	English 11 412000	PREP	English 7 377110	AP Language 517030	N	Annual 999130	Drama 416000 Drama 416000	Drama 416000 Drama 416000
Cornell	55	Soc. Stud. 8 388710 Am. Hist. 8 378720	Special Education	Soc. Stud. 7 377710	Special Education	Soc. Stud. 8 388710 Am. Hist. 8 378720	C	Soc. Stud. 7 377710	Special Education	Prep
Davis	76	Prep	Health 7 377850 Health 8 377850	Health 480000 Health 480000	7th boys athletics	Health 480000 Health 480000	H	Char. Educ. 8 Char. Educ. 8	Junior boys athletics	Senior boys athletics
Distance Learning Southerland	7	Spanish I/II World Civ. I/II		Composition I/II, AP U.S. Hist. AP Lit & Comp	Prep	Journalism I 415000		Spanish I 440000	Spanish II 440020	
Fairfield	77	Prep	P.E. 7 377810 P.E. 8 388810	P.E. 9-12 485000 P.E. 9-12 485000	7th girls athletics	P.E. 9-12 485000 P.E. 9-12 485000	E	Athletic Director	Junior girls athletics	Senior girls athletics
Hardin	3	Algebra I 430000	Algebra II 432000	Algebra II 432000	Pre-Cal./Trig 433000	Algebra I 430000	N	Prep	2nd Part Alg I 530200	Remed./Enrich. 970130 Remed./Enrich. 970130
Hutson	8	World History 471000	American History 470000	Prep	Pre-AP U.S. History 470001	Sociology 474500 Psychology 474400	D	Civics 472000 Economics 474300	World History 471000	Civics 472000 Economics 474300
Nicholson	4	Special Education	Prep	Special Education	Special Education	Special Education	S	Special Education	Special Education	Special Education
Ramsey	85	Chemistry 421000	Biology 420000	Environmental Science 424020	Prep	Pre-AP Biology 420001		AP Biology 520030	Chemistry 421000	Biology 420000
Rickert	66 83	EAST I 560010/ EAST II		Physics 422000	EAST I 560010 / EAST II		A	Physical Science 423000	Prep	Physical Science 423000
Robbins	84	Band 9-12 451000	Music 7 377560 Music 8 386560	Chorus 9-12 452000	Intro to Band 388540	PREP	T	Elementary		
J. Smith	54	English 9 410000	Oral Comm. 414000 Oral Comm.	English 12 413000	English 9 410000	English 10 411000		Pre-AP English 10 411001	Oral Comm 414000 Oral Comm	Prep
S. Smith	1	Art III 450040 Art IV	Art 7 377510 Art 8 386510	Art I 450000	Art II 450030	Prep	1	Elementary		
Thomas	53	ALE	ALE	ALE / Study Hall Rogers	ALE	Study Hall	2		K. Rogers Study Hall	K. Rogers Study Hall

To be kept on file at the local school district.

Virtual Arkansas Audio Visual Release and MOU

☒ By checking the box to the left, **I am** authorizing Virtual Arkansas to use audio and/or visual representations of my child/legal dependent in class recordings, publications, websites, video presentations or any other electronic or published media, to promote or communicate the advancement of Virtual Arkansas digital courses. I understand, when Virtual Arkansas uses an audio or visual recording of my child/legal dependent, the image or recording will not contain personally identifying information, but may include the name of the school that he/she attends.

OR

☐ By checking the box to the left, **I am not** authorizing Virtual Arkansas to use audio and/or visual representations of my child/legal dependent in any way, as described above. However, **I DO** give permission for my child to participate in Virtual Arkansas courses.

Parents: Please sign below to indicate that you have read and understand the Virtual Arkansas Student Handbook.

_____ Aug. 18, 2014
(Parent/Guardian Signature) (Date)

Student Memorandum of Understanding

1. It is my responsibility to familiarize myself and abide by all Virtual Arkansas policies as outlined in the handbook. The electronic version may be found at http://virtualarkansas.org/school_information.php.
2. I will maintain appropriate classroom behavior as outlined by my high school handbook, the Virtual Arkansas Student Handbook, and my digital learning instructor classroom procedures.
3. I will be accountable for all class activities, including online and offline instruction.
4. I will be respectful to all digital learning instructors, facilitators, and other students participating in class.
5. I will actively participate in my digital learning experience.
6. I will not willingly participate in activities that are dishonest, including, but not limited to, cheating and plagiarism.
7. I will follow the computer usage guidelines of my local school district and my digital learning instructor.
8. I will make my digital learning class a priority and make every effort to attend class daily.
9. I will take the responsibility to obtain and complete missed assignments when I am absent.
10. I understand that I may be removed from a Virtual Arkansas class and receive a W or F or no grade, if I am involved in a severe discipline or academic dishonesty incident.

Please sign in pen.

_____
(PRINTED LEGAL Student Name)

_____ 08-18-2014
(Student Signature) (Date)

West Side School
(School/District)

Andy Chisum <andy.chisum@westsideeagles.org>

2 messages

Michael Lar <mike.lar@virtualarkansas.org> Thu, May 21, 2015 at 11:19 AM
To: Andy Chisum <andy.chisum@westsideeagles.org>

Here is the drop data that indicates that as enrolled in the Journalism course, but dropped soon after classes began in August.

Timestamp	Choose your school district	Choose the course the student is to be dropped from.	Student first name:	Student last name:	Student Triand number	Your name:	Your email address:
8/20/2014 11:25:38	West Side School Dist(cleburne ~ Greers Ferry ~ 1204000	JOURNALISM I ~ 415000					

Michael Lar
Virtual Arkansas
101 Bulldog Drive
Plumerville, AR
501.477.2781

Andy Chisum <andy.chisum@westsideeagles.org> Thu, May 21, 2015 at 11:20 AM
To: Michael Lar <mike.lar@virtualarkansas.org>

Mr. Lar, thank you very much for your help!

Thank you,

Andy Chisum
West Side School District
[Quoted text hidden]

Johnie Walters (ADE)

From: Johnie Walters (ADE)
Sent: Thursday, May 21, 2015 9:50 AM
To: Andy Chisum
Cc: Shade Gilbert (ADE); Johnie Walters (ADE); gary.nipper@westsideeagles.org
Subject: Appeal of Accreditation Status
Attachments: West Side GF PDF SBE INVITATION 061115.pdf

Mr. Chisum,

Attached is an invitation to attend the Arkansas State Board of Education meeting to be held on June 11, 2015 in the auditorium of the Pulaski County Special School District located at 925 East Dixon Road, Little Rock, AR 72206. At that time you and/or representatives from you district will be given the opportunity to present evidence concerning your appeal of the probationary status assigned to one of the schools in your district.

Copies of this invitation are also being mailed to you via certified and regular mail.

If you have any questions, please feel free to contact me at 501-682-4555.

Thank you

Johnie Walters
ADE-Standards Assurance Unit
Division of Academic Accountability
501-682-4555 - Office
501-580-9681 - Cell

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

Johnny Key
Commissioner

State Board of Education

Sam Ledbetter
Little Rock
Chair

Toyce Newton
Crossett
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 21, 2015

Mr. Andy Chisum, Superintendent
West Side School District
7295 Greers Ferry Road
Greers Ferry, AR, 72067

Re: Notice of Probationary Status Appeal Hearing
(VIA CERTIFIED AND REGULAR MAIL)

Mr. Chisum,

On May 01, 2015, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2014-15 school year:

West Side High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 12, 2015**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 11, 2015 , in the Auditorium of the Pulaski County Special School District, 925 East Dixon Road, Little Rock, Arkansas, 72206 at 10:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **West Side School District** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Thursday, May 28, 2015.**

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Mr. Johnny Key, Commissioner of Education
M. Annette Barnes, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

Johnie Walters (ADE)

From: Andy Chisum <andy.chisum@westsideeagles.org>
Sent: Thursday, May 21, 2015 1:23 PM
To: Johnie Walters (ADE)
Subject: Re: Appeal of Accreditation Status
Attachments: ADE Appeal Clarification Letter 5-21-15.pdf

Mr. Walters, attached is our letter of clarification, a copy of our 2014-15 master schedule, an MOU between Virtual Arkansas and the student, and and email from Virtual Arkansas verifying drop date of the student. Please let me know if you need anything else.

Thank you,

Andy Chisum
West Side School District

On Thu, May 21, 2015 at 9:50 AM, Johnie Walters (ADE) <Johnie.Walters@arkansas.gov> wrote:

Mr. Chisum,

Attached is an invitation to attend the Arkansas State Board of Education meeting to be held on June 11, 2015 in the auditorium of the Pulaski County Special School District located at 925 East Dixon Road, Little Rock, AR 72206. At that time you and/or representatives from you district will be given the opportunity to present evidence concerning your appeal of the probationary status assigned to one of the schools in your district.

Copies of this invitation are also being mailed to you via certified and regular mail.

If you have any questions, please feel free to contact me at 501-682-4555.

Thank you

Johnie Walters

ADE-Standards Assurance Unit

Division of Academic Accountability

501-682-4555 - Office

501-580-9681 - Cell

ACTION AGENDA ITEM

Title: White County Central School District – Appeal of Probationary Status
Not teaching required 38 Units for the 2014-15 school year.

Agenda Category: **Action Agenda**

Full Item Title: White County Central School District – Appeal of Probationary Status
Not teaching required 38 Units for the 2014-15 school year.

Attachments: Appeal Letter, Evidence submitted by district

Background Information

White County Central High School was in violation of Standards Rules 9.03.4.1 (Journalism – 1 unit).

The district had no student enrolled in Journalism during the 2014-15 school year.

The district is requesting Accredited-probationary status not be upheld and a status of Accredited be applied to White County Central High School.

White County Central School District

3259 Hwy. 157
Judsonia, AR 72081
501-729-3992 Phone
501-729-3994 Fax

Sheila Whitlow
Superintendent
501-729-3992

Jackwyln Underwood
7-12 Principal
501-729-3947
501-729-0107
501-729-0688 Fax
501-729-0552 Fax

Beverly Froud
K-6 Principal
501-729-4292
501-729-0107
501-729-3994 Fax

May 12, 2015

Mr. Johnny Key
Commissioner of Education
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Re: Appeal of Probationary Status – Year One of Probation: White County Central High School

Dear Commissioner Key:

I am writing to you pursuant to Ark. Code Ann. §6-15-203 on behalf of the White County Central School District (WCC), to appeal the determination of the Arkansas Department of Education (ADE) that the WCC High School be placed on probationary status under the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rules). Specifically, the ADE has determined that WCC High School should be placed in probationary status under Section 9.03.4.1 of the Standards Rules, for only offering a high school Journalism course but not teaching it as no students were enrolled in the course.

While WCC admits that no students did take the Journalism course during the 2014-2015 school year, I would like to point out factors for the ADE and the State Board of Education (SBE) to take into account in their consideration of our appeal.

First, I have attached a copy of the relevant portion of the Master Schedule list for WCC High School (Exhibit 1) which shows the Journalism course as properly scheduled and available to be taught. Secondly, WCC has never received a probationary violation for this type of issue, and is not currently on any type of Standards for Accreditation probation or citation status and is not on any type of academic, fiscal or facilities distress status with the ADE. Our district takes compliance with the statutes and ADE Rules governing our operations very seriously, and we strive not only to keep our district free of any violations but strive to maintain excellent relationships with the ADE staff which oversee these requirements. In particular here, we value our relationship with the Standards Assurance Unit.

In this instance, we had a first-year counselor working at the high school that was unaware that the Standards Rules both require that a required course such as Journalism not only be offered but actually taught as well. See Exhibit 2. The counselor diligently attempted to enroll students for the Journalism course, but was unsuccessful (Exhibits 3A-3D).

Finally, I would like to point out that Act 853 of 2015 provides that a course shall be considered as taught by a school district in compliance with the Standards Rules and statutes if the district made the course available to students as required but no students signed up to take the course. Although Act 853 is not yet effective, it illustrates that there is recognition by the General Assembly that problems such as ours exist. These problems are exacerbated in smaller school districts, such as ours.

Thank you for the opportunity to submit this appeal for consideration. I look forward to working with the Standards Assurance Unit and the SBE to resolve this issue.

Sincerely,

Sheila Whitlow

Sheila Whitlow
Superintendent
White County School District

Attachments

Cc: Mr. Johnie Walters, Standards Assurance Unit

Master Schedule List

19 - White County Central High School

Course	Section	Description	House/ Team	Period	Track	Teacher	Room	Grades	Max Seats	Marking Periods	Seats Used	Days
414000	1	Oral Communications	-	5		King, Cathy	09	09, 10, 11, 12	25	3,4	17	M,T,W,R,F
414000	2	Oral Communications	-	5		King, Cathy	09	09, 10, 11, 12	25	1,2	16	M,T,W,R,F
414000	3	Oral Communications Online	-	6		Edwards, Mary	05	09, 10, 11, 12	25	1,2	9	M,T,W,R,F
414000	4	Oral Communications Online	-	6		Edwards, Mary	05	09, 10, 11, 12	25	3,4	6	M,T,W,R,F
414000	5	Oral Communications Online	-	4		Edwards, Mary	05	09, 10, 11, 12	25	1,2	2	M,T,W,R,F
414000	6	Oral Communications Online	-	4		Edwards, Mary	05	09, 10, 11, 12	25	3,4	8	M,T,W,R,F
414000	7	Oral Communications Online	-	2		Edwards, Mary	05	09, 10, 11, 12	25	1,2	6	M,T,W,R,F
414000	8	Oral Communications Online	-	2		Edwards, Mary	05	09, 10, 11, 12	25	3,4	2	M,T,W,R,F
414000	9	Oral Communications Online	-	3		Edwards, Mary	05	09, 10, 11, 12	25	1,2	1	M,T,W,R,F
414000	10	Oral Communications Online	-	5		Edwards, Mary	05	09, 10, 11, 12	25	1,2	7	M,T,W,R,F
414000	13	Oral Communications Online	-	3		Edwards, Mary	05	09, 10, 11, 12	25	3,4	3	M,T,W,R,F
414000	14	Oral Communications Online	-	5		Edwards, Mary	05	09, 10, 11, 12	25	3,4	2	M,T,W,R,F
414000	15	Oral Communications Online	-	8		Edwards, Mary	05	09, 10, 11, 12	25	3,4	1	M,T,W,R,F
414000	16	Oral Communications Online	-	7		Edwards, Mary	05	09, 10, 11, 12	25	3,4	6	M,T,W,R,F
						Total Requests: 36		**Total Course Seats:** 350			**Total Used Seats:** 86	
414010	1	Oral Communications	-	2		Collins, Shannon	CCCS	09, 10, 11, 12	25	1,2,3,4	0	M,T,W,R,F
						Total Requests: 0		**Total Course Seats:** 25			**Total Used Seats:** 0	
41401A	1	Oral Communications ALE	-	2		Blanton, Kenneth	AE	09, 10, 11, 12	25	1,2,3,4	1	M,T,W,R,F
						Total Requests: 0		**Total Course Seats:** 25			**Total Used Seats:** 1	
415000	1	Journalism	-	5		Staff	05	09, 10, 11, 12	25	1,2,3,4	0	M,T,W,R,F
						Total Requests: 0		**Total Course Seats:** 25			**Total Used Seats:** 0	

Exhibit 1

Exhibit 2

May 6, 2015

Dear Mrs. Whitlow,

Here is my statement for appealing the probationary status we were given for not having a student enrolled in the required 38 course Journalism.

Statement below:

> After calling standards, I became aware that we did not meet the requirements for the 38 units that must be taught annually. I am a new counselor and was under the impression that as long as the course was offered on the Master Schedule, no students had to be assigned to the course. Journalism was offered on our Master Schedule but no student chose to take the course. I have attached a copy of our Master Schedule showing that Journalism was offered but not filled. Every year we have students fill out a course request sheet letting us know what courses they would be interested in taking the following year. They are given a packet that shows what we are offering and what courses they are able to choose from. No students chose Journalism as a course that they would be interested in taking, and as a new counselor, I did not know that we were required to have someone in the course.

Sincerely,

Stephanie Hill

Stephanie Hill
7-12 Counselor
White County Central School District

Exhibit 3A

2015-2016 Course Request --- Grade 9

Name: _____ **Phone Number:**_____

All 9th graders must take courses 1-4:

1. English 9 (410000)/PAP English 9 (410001)
2. Physical Science (423000)/PAP Physical Science (432001)
3. Civics (472000)/Economics (474300)
4. Health (480000)

Choice One:

5. Algebra I (430000) OR Geometry (431000) OR PAP Geometry (431001) (Algebra I Prerequisite)
6. PE (48500B, 48501G) OR Athletics (485004, 485003)
7. FACS (493080) or Survey of Agriculture (491150) or CBA (492120)

Freshman must choose **three** electives. Place a number one beside your first choice, a number two beside your second choice, and the number 3 beside your third choice.

Course Title

_____Art
_____ Survey of Fine Art
_____Band
_____Choir
_____Spanish I
_____Speech
_____Yearbook
_____Journalism
_____Drama
_____Critical Reading
_____Psychology/Sociology

Do you plan on being an honor graduate? _____

I have reviewed the Career Planner and agree with the course selections indicated above.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Exhibit 3B

2015-2016 Course Request --- Grade 10

Name: _____ **Phone Number:**_____

1. English 10 (411000)/PAP English 10 (411001)
2. Biology (420000)/PAP Biology (442001)
3. World History (471000) OR PAP American History (470001) OR Civics (472000)/Economics (474300)
4. Geometry (431000) OR PAP Geometry (431001) OR Bridge to Algebra II (435000) OR Algebra II (432000) OR PAP Algebra II (432001)
5. FACS: Course Name _____
6. Agriculture: Course Name_____
7. Business: Course Name _____

Choose **three** electives. Place a number one beside your first choice, a number two beside your second choice, and the number 3 beside your third choice.

Course Title

_____Art
_____Survey of Fine Art
_____Band
_____Choir
_____Spanish I
_____Speech
_____Yearbook
_____ Journalism
_____Drama
_____Critical Reading
_____Psychology/Sociology

List any course you need to retake _____
Do you plan on being an honor graduate? _____

I have reviewed the Career Planner and agree with the course selections indicated above.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

ID#	Homeroom	Smarcore/Core	Vo-Tech Contract

Exhibit 3C

2015-2016 Course Request --- Grade 11

Name: _____ **Phone Number:**_____

1. English 11 (412000)/PAP English 11 (412001)
2. Environmental Science (424020) OR Chemistry (421000) OR AP Biology (520030) OR Physics (422000)
3. PAP American History (470001) OR American History (470000) OR Civics (472000)/Economics (474300) OR AP US History (570020)
4. Bridge to Algebra II (435000) OR Algebra II (432000) OR PAP Algebra II (432001) OR Algebra III (439070) OR Pre-Cal (433000) OR Calculus (434030) OR College Algebra (539900)
5. FACS: Course Name _____
6. Agriculture: Course Name_____
7. Business: Course Name _____

Choose **three** electives. Place a number one beside your first choice, a number two beside your second choice, and the number 3 beside your third choice.

_____Art
_____Survey of Fine Art
_____Band
_____Choir
_____Spanish I
_____Speech
_____Yearbook
_____ Journalism
_____Drama
_____Critical Reading
_____Psychology/Sociology

List any course you need to retake _____
Do you plan on being an honor graduate? _____

I have reviewed the Career Planner and agree with the course selections indicated above.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

ID#	Homeroom	Smarcore/Core	Vo-Tech Contract

Exhibit 3D

2015-2016 Course Request --- Grade 12

Name: _____ **Phone Number:** _____

1. English 12 (413000)/AP Literature (517040) OR Comp I/Comp II (519940)
2. Bridge to Algebra II (435000) OR Algebra II (432000) OR PAP Algebra II (432001) OR Algebra III (439070) OR Pre-Cal (433000) OR Calculus (434030) OR College Algebra (539900)
3. FACS: Course Name _____
4. Agriculture: Course Name _____
5. Business: Course Name _____

Choose **three** electives. Place a number one beside your first choice, a number two beside your second choice, and the number 3 beside your third choice.

Course Title

_____Art
_____Survey of Fine Art
_____Band
_____Choir
_____Spanish I
_____Speech
_____Yearbook
_____ Journalism
_____Drama
_____Critical Reading
_____Psychology/Sociology

List any course you need to retake _____

Do you plan on being an honor graduate? _____

I have reviewed the Career Planner and agree with the course selections indicated above.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

ID#	Homeroom	Smarcore/Core	Vo-Tech Contract

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

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Little Rock
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Little Rock

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Melbourne

PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 21, 2015

Ms. Sheila Whitlow, Superintendent
White County Central School District
3259 Hwy 157
Judsonia, AR, 72081

Re: Notice of Probationary Status Appeal Hearing
(VIA CERTIFIED AND REGULAR MAIL)

Ms. Whitlow,

On May 01, 2015, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2014-15 school year:

White County Central High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 12, 2015**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 11, 2015 , in the Auditorium of the Pulaski County Special School District, 925 East Dixon Road, Little Rock, Arkansas, 72206 at 10:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **White County Central School District** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Thursday, May 28, 2015.**

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Mr. Johnny Key, Commissioner of Education
M. Annette Barnes, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

ACTION AGENDA ITEM

Title: Final Accreditation Report Fiscal Year 2014-15-Summary of Accreditation for Arkansas Public Schools and School Districts

Agenda Category: Action Agenda

Full Item Title: Final Accreditation Report Fiscal Year 2014-15-Summary of Accreditation for Arkansas Public Schools and School Districts

Attachments Excel Spreadsheet with recommended accreditation status

Background Information

This report is being submitted for compliance with A.C.A. § 6-15-102 (g) (1) and (2).

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
10	Pulaski	Academics Plus Charter	6040700				X				
10	Pulaski	Academics Plus Charter	6040702	Academics+ Middle Sch				X	A		
10	Pulaski	Academics Plus Charter	6040703	Academics+ HS				X	A		
7	Crawford	Alma	1701000		X						
7	Crawford	Alma	1701001	Alma Intermediate		X			A		
7	Crawford	Alma	1701002	Alma HS		X				C	
7	Crawford	Alma	1701003	Alma Middle School		X				C	
7	Crawford	Alma	1701004	Alma Primary School		X			A		
2	Boone	Alpena	501000		X						
2	Boone	Alpena	501001	Alpena Elem		X			A		
2	Boone	Alpena	501002	Alpena HS		X			A		
10	Pulaski	Ar Virtual Charter	6043700				X				
10	Pulaski	Ar Virtual Charter	6043701	Arkansas Virtual Academy				X	A		
10	Pulaski	Ar Virtual Charter	6043702	Arkansas Virtual Academy Jr				X	A		
10	Pulaski	Ar Virtual Charter	6043703	Arkansas Virtual Academy HS				X	A		
10	Pulaski	Ark Sch for Blind	6091000		X						
10	Pulaski	Ark Sch for Blind	6091001	Ark. School for the Blind Elem		X			PA		
10	Pulaski	Ark Sch for Blind	6091002	Ark. School for the Blind HS		X			PA		
10	Pulaski	Ark Sch for Deaf	6092000		X						
10	Pulaski	Ark Sch for Deaf	6092001	Ark. School for the Deaf Elem		X				C	
10	Pulaski	Ark Sch for Deaf	6092002	Ark. School for the Deaf HS		X				C	
1	Benton	Ark. Arts Academy	440700				X				
1	Benton	Ark. Arts Academy	440701	Ark. Arts Academy K-8				X	A		
1	Benton	Ark. Arts Academy	440703	Ark. Arts Academy 9-12				X			P
9	Clark	Arkadelphia	1002000		X						
9	Clark	Arkadelphia	1002006	Central Elem		X			A		
9	Clark	Arkadelphia	1002007	L. Perritt Elem		X			A		
9	Clark	Arkadelphia	1002008	Peake Elem		X			A		
9	Clark	Arkadelphia	1002009	Goza MS		X			A		
9	Clark	Arkadelphia	1002010	Arkadelphia HS		X			A		
3	Mississippi	Armorel	4701000		X						

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
3	Mississippi	Armorel	4701001	Armorel Elem		X			A		
3	Mississippi	Armorel	4701002	Armorel HS		X				C	
6	Little River	Ashdown	4101000		X						
6	Little River	Ashdown	4101001	L. F. Henderson Interm		X			A		
6	Little River	Ashdown	4101002	C. D. Franks Elem Sch		X			A		
6	Little River	Ashdown	4101003	Ashdown Junior HS		X			A		
6	Little River	Ashdown	4101004	Ashdown HS		X				C	
6	Little River	Ashdown	4101005	Margaret Daniels Primary		X			A		
8	Pope	Atkins	5801000		X						
8	Pope	Atkins	5801001	Atkins Elem Sch		X			A		
8	Pope	Atkins	5801002	Atkins HS		X			A		
8	Pope	Atkins	5801003	Atkins Middle Sch		X			A		
4	Woodruff	Augusta	7401000		X						
4	Woodruff	Augusta	7401001	Augusta Elem.		X				C	
4	Woodruff	Augusta	7401003	Augusta High		X				C	
4	White	Bald Knob	7301000		X						
4	White	Bald Knob	7301001	H.L. Lubker Elem		X			A		
4	White	Bald Knob	7301003	Bald Knob HS		X			A		
4	White	Bald Knob	7301004	Bald Knob Middle Sch		X				C	
5	Phillips	Barton-Lexa	5401000		X						
5	Phillips	Barton-Lexa	5401002	Barton-Lexa Elem Sch		X				C	
5	Phillips	Barton-Lexa	5401003	Barton-Lexa HS		X					P
2	Independence	Batesville	3201000		X						
2	Independence	Batesville	3201001	Central Elem Sch		X			A		
2	Independence	Batesville	3201003	West Elem Sch		X			A		
2	Independence	Batesville	3201004	Batesville Junior HS		X				C	
2	Independence	Batesville	3201005	Batesville HS		X				C	
2	Independence	Batesville	3201009	Eagle Mountain Elem.		X			A		
2	Independence	Batesville	3201042	Sulphur Rock Elementary		X			A		
9	Saline	Bauxite	6301000		X						
9	Saline	Bauxite	6301001	Pine Haven Elementary		X			A		
9	Saline	Bauxite	6301002	Bauxite High		X			A		
9	Saline	Bauxite	6301003	Bauxite Middle		X			A		
9	Saline	Bauxite	6301703	Miner Academy (ALE)				X	A		
3	Craighead	Bay	1601000		X						
3	Craighead	Bay	1601001	Bay Elem		X				C	
3	Craighead	Bay	1601002	Bay HS		X			A		
6	Ouachita	Bearden	5201000		X						
6	Ouachita	Bearden	5201001	Bearden Elem		X			A		

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
6	Ouachita	Bearden	5201002	Bearden HS		X				C	
4	White	Beebe	7302000		X						
4	White	Beebe	7302008	Beebe Elem		X			A		
4	White	Beebe	7302009	Beebe Junior High Sch		X			A		
4	White	Beebe	7302010	Beebe HS		X				C	
4	White	Beebe	7302011	Beebe Middle Sch		X				C	
4	White	Beebe	7302013	Badger Elem		X			A		
4	White	Beebe	7302014	Beebe Early Childhood		X			A		
4	White	Beebe	7302703	Badger Academy				X	A		
9	Saline	Benton	6302000		X						
9	Saline	Benton	6302006	Caldwell Elementary		X			A		
9	Saline	Benton	6302007	Angie Grant Elementary		X			A		
9	Saline	Benton	6302008	Perrin Elementary		X			A		
9	Saline	Benton	6302009	Ringgold Elementary		X			A		
9	Saline	Benton	6302010	Benton Junior High		X			A		
9	Saline	Benton	6302011	Benton Middle Sch		X			A		
9	Saline	Benton	6302012	Benton HS		X			A		
1	Benton	Bentonville	401000		X						
1	Benton	Bentonville	401001	T Jefferson Elem		X			A		
1	Benton	Bentonville	401002	Washington JRHS		X			A		
1	Benton	Bentonville	401003	Bentonville HS		X				C	
1	Benton	Bentonville	401004	R. E. Baker Elem		X			A		
1	Benton	Bentonville	401005	Old High MS		X			A		
1	Benton	Bentonville	401006	Sugar Creek Elem		X			A		
1	Benton	Bentonville	401007	Apple Glen Elem		X			A		
1	Benton	Bentonville	401008	Ardis Ann MS		X			A		
1	Benton	Bentonville	401009	Elm Tree Elem		X			A		
1	Benton	Bentonville	401010	Lincoln JRHS		X			A		
1	Benton	Bentonville	401011	M. M. Jones Elem		X			A		
1	Benton	Bentonville	401012	Central Park @ Morningstar		X			A		
1	Benton	Bentonville	401013	Ruth Hale Barker MS		X			A		
1	Benton	Bentonville	401014	Centerton-Gamble Elem		X			A		
1	Benton	Bentonville	401015	Cooper Elem		X			A		
1	Benton	Bentonville	401016	Willowbrook Elem		X			A		
1	Benton	Bentonville	401017	Bright Field MS		X				C	
1	Benton	Bentonville	401018	Fulbright JRHS		X				C	
2	Boone	Bergman	502000		X						
2	Boone	Bergman	502006	Bergman Elem Sch		X			A		
2	Boone	Bergman	502007	Bergman HS		X			A		
2	Boone	Bergman	502008	Bergman MS		X			A		

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
2	Carroll	Berryville	801000		X						
2	Carroll	Berryville	801001	Berryville Elem Sch		X			A		
2	Carroll	Berryville	801002	Berryville HS		X			A		
2	Carroll	Berryville	801003	Berryville Middle Sch		X				C	
2	Carroll	Berryville	801004	Berryville Interm Sch		X				C	
9	Hot Spring	Bismarck	3001000		X						
9	Hot Spring	Bismarck	3001001	Bismarck Elem Sch		X			A		
9	Hot Spring	Bismarck	3001002	Bismarck Middle Sch		X			A		
9	Hot Spring	Bismarck	3001003	Bismarck HS		X				C	
6	Hempstead	Blevins	2901000		X						
6	Hempstead	Blevins	2901001	Blevins Elem Sch		X			A		
6	Hempstead	Blevins	2901002	Blevins HS		X					P
3	Mississippi	Blytheville	4702000		X						
3	Mississippi	Blytheville	4702006	Blytheville Elem		X			A		
3	Mississippi	Blytheville	4702008	Blytheville Primary		X			A		
3	Mississippi	Blytheville	4702012	Blytheville MS		X				C	
3	Mississippi	Blytheville	4702706	Blytheville NewTech Chtr		X			A		
7	Logan	Booneville	4201000		X						
7	Logan	Booneville	4201001	Booneville Elementary		X				C	
7	Logan	Booneville	4201002	Booneville High		X			A		
7	Logan	Booneville	4201003	Booneville Jr. High		X			A		
4	White	Bradford	7303000		X						
4	White	Bradford	7303014	Bradford Elem		X			A		
4	White	Bradford	7303015	Bradford HS		X			A		
5	Monroe	Brinkley	4801000		X						
5	Monroe	Brinkley	4801001	C.B. Partee Elem.		X				C	
5	Monroe	Brinkley	4801003	Brinkley HS		X				C	
3	Craighead	Brookland	1603000		X						
3	Craighead	Brookland	1603006	Brookland Elem		X			A		
3	Craighead	Brookland	1603007	Brookland HS		X			A		
3	Craighead	Brookland	1603009	Brookland MS		X			A		
3	Craighead	Brookland	1603010	Brookland JH		X			A		
9	Saline	Bryant	6303000		X						
9	Saline	Bryant	6303018	Hill Farm Elem		X				C	
9	Saline	Bryant	6303020	Bryant Elementary		X			A		
9	Saline	Bryant	6303022	Bryant HS		X				C	
9	Saline	Bryant	6303023	Salem Elementary		X				C	
9	Saline	Bryant	6303024	Robert L. Davis Elem		X			A		
9	Saline	Bryant	6303025	Springhill Elementary		X			A		
9	Saline	Bryant	6303026	Bryant Middle		X			A		
9	Saline	Bryant	6303027	Collegeville Elementary		X			A		

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
9	Saline	Bryant	6303028	Bethel MS		X			A		
9	Saline	Bryant	6303029	Hurricane Creek Elem		X			A		
9	Saline	Bryant	6303036	Paron Elementary		X			A		
3	Craighead	Buffalo Island	1605000		X						
3	Craighead	Buffalo Island	1605060	Buffalo Island Central West Elem		X			A		
3	Craighead	Buffalo Island	1605061	Buffalo Island East Elem		X			A		
3	Craighead	Buffalo Island	1605062	Buffalo Island Central JHS		X			A		
3	Craighead	Buffalo Island	1605063	Buffalo Island Central High		X					P
4	Lonoke	Cabot	4304000		X						
4	Lonoke	Cabot	4304001	Eastside Elem		X			A		
4	Lonoke	Cabot	4304002	Central Elem		X			A		
4	Lonoke	Cabot	4304004	Cabot Jr. High South		X			A		
4	Lonoke	Cabot	4304005	Cabot High		X				C	
4	Lonoke	Cabot	4304006	Westside Elem		X				C	
4	Lonoke	Cabot	4304007	Southside Elem		X			A		
4	Lonoke	Cabot	4304008	Northside Elem		X			A		
4	Lonoke	Cabot	4304009	Ward Central		X			A		
4	Lonoke	Cabot	4304010	Middle Sch South		X			A		
4	Lonoke	Cabot	4304011	Cabot Jr. High North		X			A		
4	Lonoke	Cabot	4304012	Middle Sch North		X			A		
4	Lonoke	Cabot	4304013	Magness Creek Elem		X			A		
4	Lonoke	Cabot	4304014	Stagecoach Elem		X			A		
4	Lonoke	Cabot	4304015	Mountain Springs Elem		X			A		
4	Lonoke	Cabot	4304017	Cabot Freshman Acad		X			A		
4	Lonoke	Cabot	4304703	Academic Center				X	A		
9	Montgomery	Caddo Hills	4901000		X						
9	Montgomery	Caddo Hills	4901001	Caddo Hills Elem Sch		X			A		
9	Montgomery	Caddo Hills	4901003	Caddo Hills HS		X			A		
2	Izard	Calico Rock	3301000		X						
2	Izard	Calico Rock	3301001	Calico Rock Elem Sch		X			A		
2	Izard	Calico Rock	3301002	Calico Rock HS		X			A		
6	Ouachita	Camden Fairview	5204000		X						
6	Ouachita	Camden Fairview	5204021	Fairview Elem		X			A		
6	Ouachita	Camden Fairview	5204023	Camden Fairveiw HS		X			A		
6	Ouachita	Camden Fairview	5204025	Ivory Primary		X			A		
6	Ouachita	Camden Fairview	5204026	Camden Fairview Int		X			A		
6	Ouachita	Camden Fairview	5204028	Camden Fairview MS		X				C	
4	Lonoke	Carlisle	4303000		X						

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
4	Lonoke	Carlisle	4303012	Carlisle Elem		X				C	
4	Lonoke	Carlisle	4303013	Carlisle High		X			A		
3	Sharp	Cave City	6802000		X						
3	Sharp	Cave City	6802001	Cave City Elem Sch		X			A		
3	Sharp	Cave City	6802002	Cave City HS		X				C	
3	Sharp	Cave City	6802007	CaveCity Middle sch		X				C	
2	Independence	Cedar Ridge	3212000		X						
2	Independence	Cedar Ridge	3212010	Cord-Charlotte Elem Sch		X			A		
2	Independence	Cedar Ridge	3212026	Newark Elem Sch		X				C	
2	Independence	Cedar Ridge	3212027	Cedar Ridge HS		X			A		
7	Crawford	Cedarville	1702000		X						
7	Crawford	Cedarville	1702008	Cedarville Elementary		X				C	
7	Crawford	Cedarville	1702009	Cedarville High School		X				C	
7	Crawford	Cedarville	1702010	Cedarville Middle School		X				C	
9	Pike	Centerpoint	5502000		X						
9	Pike	Centerpoint	5502006	Centerpoint Primary Sch		X			A		
9	Pike	Centerpoint	5502008	Centerpoint Intermediate Sch		X			A		
9	Pike	Centerpoint	5502010	Centerpoint HS		X			A		
7	Franklin	Charleston	2402000		X					C	
7	Franklin	Charleston	2402006	Charleston Elementary		X				C	
7	Franklin	Charleston	2402007	Charleston High		X				C	
5	Monroe	Clarendon	4802000		X						
5	Monroe	Clarendon	4802008	Clarendon Elem.		X			A		
5	Monroe	Clarendon	4802010	Clarendon HS		X				C	
7	Johnson	Clarksville	3601000		X						
7	Johnson	Clarksville	3601001	Pyron Elementary		X				C	
7	Johnson	Clarksville	3601002	Kraus Middle School		X			A		
7	Johnson	Clarksville	3601003	Clarksville Primary		X			A		
7	Johnson	Clarksville	3601004	Clarksville Jr. High		X			A		
7	Johnson	Clarksville	3601005	Clarksville High		X				C	
5	Cleveland	Cleveland Co	1305000		X						
5	Cleveland	Cleveland Co	1305001	Kingsland Elem		X				C	
5	Cleveland	Cleveland Co	1305009	Rison Elem		X			A		
5	Cleveland	Cleveland Co	1305010	Rison HS		X			A		
8	Van Buren	Clinton	7102000		X						
8	Van Buren	Clinton	7102005	Cowsert Elem Sch		X			A		
8	Van Buren	Clinton	7102006	Clinton HS		X			A		
8	Van Buren	Clinton	7102007	Clinton Intermediate Sch		X			A		
8	Van Buren	Clinton	7102008	Clinton Jr. HS		X					P

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
8	Cleburne	Concord	1201000		X						
8	Cleburne	Concord	1201001	Concord Elem Sch		X			A		
8	Cleburne	Concord	1201002	Concord HS		X					P
8	Faulkner	Conway	2301000		X						
8	Faulkner	Conway	2301001	Ida Burns Elementary		X			A		
8	Faulkner	Conway	2301003	Ellen Smith Elementary		X			A		
8	Faulkner	Conway	2301004	Carl Stuart Middle Sch		X			A		
8	Faulkner	Conway	2301006	Conway HS		X			A		
8	Faulkner	Conway	2301008	Julia Lee Moore Elem		X			A		
8	Faulkner	Conway	2301009	Florence Mattison Elem		X			A		
8	Faulkner	Conway	2301010	Marguerite Vann Elem		X			A		
8	Faulkner	Conway	2301011	Jim Stone Elem		X			A		
8	Faulkner	Conway	2301012	Theodore Jones Elem		X			A		
8	Faulkner	Conway	2301013	Bob Courtway Middle		X			A		
8	Faulkner	Conway	2301016	Ruth Doyle Interm		X			A		
8	Faulkner	Conway	2301017	Ray & Phyllis Simon Interm		X			A		
8	Faulkner	Conway	2301018	Woodrow Cummins Ele		X			A		
8	Faulkner	Conway	2301019	C. Lewis Elem.		X			A		
8	Faulkner	Conway	2301020	Conway JRHS		X			A		
3	Clay	Corning	1101000		X						
3	Clay	Corning	1101004	Corning HS		X			A		
3	Clay	Corning	1101005	Central Elementary		X			A		
3	Clay	Corning	1101006	Park Elementary		X			A		
7	Polk	Cossatot River	5707000		X						
7	Polk	Cossatot River	5707016	Umpire Elem Sch		X			A		
7	Polk	Cossatot River	5707017	Umpire HS		X				C	
7	Polk	Cossatot River	5707019	Van Cove Elem Sch		X				C	
7	Polk	Cossatot River	5707021	Wickes Elem Sch		X				C	
7	Polk	Cossatot River	5707023	Cossatot River HS		X			A		
2	Baxter	Cotter	302000		X						
2	Baxter	Cotter	302006	Amanda Gist Elem Sch		X			A		
2	Baxter	Cotter	302007	Cotter HS		X			A		
7	Franklin	County Line	2403000		X						
7	Franklin	County Line	2403011	County Line Elementary		X			A		
7	Franklin	County Line	2403012	County Line High		X			A		
10	Pulaski	Covenant Keepers Charter	6044700				X				
10	Pulaski	Covenant Keepers Charter	6044702	Covenant Keepers MS (6-8)				X	A		
4	Cross	Cross County	1901000		X						

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4	Cross	Cross County	1901701	Cross Co. Ele Tech Acd.				X	A		
4	Cross	Cross County	1901703	Cross County High New Tech				X		C	
5	Ashley	Crossett	201000		X						
5	Ashley	Crossett	201001	Crossett Elem Sch		X			A		
5	Ashley	Crossett	201006	Crossett HS		X				C	
5	Ashley	Crossett	201008	Crossett MS		X			A		
9	Garland	Cutter-Morning Star	2601000		X						
9	Garland	Cutter-Morning Star	2601001	Cutter-Morning Star Elem.		X			A		
9	Garland	Cutter-Morning Star	2601002	Cutter-Morning Star High		X				C	
8	Yell	Danville	7503000		X						
8	Yell	Danville	7503005	S. C. Tucker Elementary		X			A		
8	Yell	Danville	7503006	Danville High		X			A		
8	Yell	Danville	7503007	Danville Middle School		X			A		
8	Yell	Dardanelle	7504000		X						
8	Yell	Dardanelle	7504009	Dardanelle Elementary		X				C	
8	Yell	Dardanelle	7504010	Dardanelle Middle Sch		X				C	
8	Yell	Dardanelle	7504011	Dardanelle HS		X			A		
8	Yell	Dardanelle	7504013	Dardanelle Primary Sch		X			A		
1	Benton	Decatur	402000		X						
1	Benton	Decatur	402008	Decatur Elem		X			A		
1	Benton	Decatur	402009	Decatur HS		X			A		
1	Benton	Decatur	402011	Decatur MS		X			A		
2	Newton	Deer/Mt. Judea	5106000		X						
2	Newton	Deer/Mt. Judea	5106001	Deer Elementary		X			A		
2	Newton	Deer/Mt. Judea	5106002	Deer HS		X			A		
2	Newton	Deer/Mt. Judea	5106009	Mt. Judea Elem Sch		X			A		
2	Newton	Deer/Mt. Judea	5106010	Mt. Judea HS		X				C	
6	Sevier	DeQueen	6701000		X						
6	Sevier	DeQueen	6701001	Dequeen Elem Sch		X			A		
6	Sevier	DeQueen	6701002	DeQueen Primary Sch		X			A		
6	Sevier	DeQueen	6701003	DeQueen HS		X			A		
6	Sevier	DeQueen	6701004	DeQueen Middle Sch		X			A		
6	Sevier	DeQueen	6701005	DeQueen Junior HS		X			A		
5	Chicot	Dermott	901000		X						
5	Chicot	Dermott	901001	Dermott Elem Sch		X			A		
5	Chicot	Dermott	901003	Dermott HS		X					P (Y2)
5	Prairie	Des Arc	5901000		X						
5	Prairie	Des Arc	5901001	Des Arc Elem.		X			A		
5	Prairie	Des Arc	5901002	Des Arc High		X			A		

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5	Arkansas	DeWitt	101000		X						
5	Arkansas	DeWitt	101001	DeWitt Elem Sch		X			A		
5	Arkansas	DeWitt	101003	DeWitt Middle Sch		X			A		
5	Arkansas	DeWitt	101004	DeWitt HS		X			A		
5	Arkansas	DeWitt	101008	Gillett Elem Sch		X			A		
9	Howard	Dierks	3102000		X						
9	Howard	Dierks	3102001	JoAnn Walters Elem Sch		X				C	
9	Howard	Dierks	3102002	Dierks HS		X			A		
5	Jefferson	Dollarway	3502000		X						
5	Jefferson	Dollarway	3502006	Matthews Elem Sch		X			A		
5	Jefferson	Dollarway	3502009	R.F. Moorehead MS		X			A		
5	Jefferson	Dollarway	3502010	Dollarway HS		X			A		
5	Jefferson	Dollarway	3502011	Townsend Park Elem Sch		X			A		
8	Pope	Dover	5802000		X						
8	Pope	Dover	5802006	Dover HS		X			A		
8	Pope	Dover	5802008	Dover Middle Sch		X			A		
8	Pope	Dover	5802009	Dover Elem School		X			A		
5	Drew	Drew Central	2202000		X						
5	Drew	Drew Central	2202004	Drew Central Elem Sch		X			A		
5	Drew	Drew Central	2202005	Drew Central HS		X			A		
5	Drew	Drew Central	2202007	Drew Central MS		X			A		
5	Desha	Dumas	2104000		X						
5	Desha	Dumas	2104017	Central Elem Sch		X			A		
5	Desha	Dumas	2104020	Dumas Junior HS		X				C	
5	Desha	Dumas	2104021	Dumas HS		X				C	
5	Desha	Dumas	2104024	Reed Elem Sch		X				C	
6	Pulaski	DYS	6094000		X						
6	Pulaski	DYS	6094001	Alexander YSC		X			PA		
6	Pulaski	DYS	6094002	Dermott YSC		X			PA		
6	Pulaski	DYS	6094004	Lewisville YSC		X			PA		
6	Pulaski	DYS	6094005	Mansfield YSC		X			PA		
6	Pulaski	DYS	6094006	Harrisburg YSC		X			PA		
6	Pulaski	DYS	6094007	Colt YSC		X			PA		
4	Crittenden	Earle	1802000		X						
4	Crittenden	Earle	1802005	Earle Elem		X					P
4	Crittenden	Earle	1802007	Earle High		X				C	
8	Perry	East End	5301000		X						
8	Perry	East End	5301001	Anne Watson Elem		X			A		
8	Perry	East End	5301002	Bigelow HS		X				C	
4	Poinsett	East Poinsett Co	5608000		X						

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4	Poinsett	East Poinsett Co	5608034	Lepanto Elem Sch		X			A		
4	Poinsett	East Poinsett Co	5608035	Tyronza Elem Sch		X				C	
4	Poinsett	East Poinsett Co	5608037	East Poinsett Co. HS		X			A		
6	Union	El Dorado	7001000		X						
6	Union	El Dorado	7001001	Hugh Goodwin Elem		X			A		
6	Union	El Dorado	7001004	Northwest Elem		X			A		
6	Union	El Dorado	7001005	Retta Brown Elem		X			A		
6	Union	El Dorado	7001009	Yocum Elem		X			A		
6	Union	El Dorado	7001010	Barton JHS		X			A		
6	Union	El Dorado	7001011	Washington MS		X			A		
6	Union	El Dorado	7001012	El Dorado HS		X				C	
1	Washington	Elkins	7201000		X						
1	Washington	Elkins	7201001	Elkins Elem		X			A		
1	Washington	Elkins	7201002	Elkins HS		X				C	
1	Washington	Elkins	7201003	Elkins MS		X			A		
1	Washington	Elkins	7201004	Elkins Primary		X			A		
6	Columbia	Emerson-Taylor-Bradley	1408000		X						
6	Columbia	Emerson-Taylor-Bradley	1408001	Emerson Elem		X			A		
6	Columbia	Emerson-Taylor-Bradley	1408002	Emerson HS		X			A		
6	LaFayette	Emerson-Taylor-Bradley	1408006	Bradley Elem		X			A		
6	LaFayette	Emerson-Taylor-Bradley	1408007	Bradley HS		X			A		
6	Columbia	Emerson-Taylor-Bradley	1408018	Taylor Elem		X			A		
6	Columbia	Emerson-Taylor-Bradley	1408019	Taylor HS		X			A		
4	Lonoke	England	4302000		X						
4	Lonoke	England	4302017	England Elem		X				C	
4	Lonoke	England	4302018	England High		X					P
10	Pulaski	E-Stem Charter	6047700				X				
10	Pulaski	E-Stem Charter	6047701	E-Stem Elem				X	A		
10	Pulaski	E-Stem Charter	6047702	E-Stem MS				X	A		
10	Pulaski	E-Stem Charter	6047703	E-Stem HS				X	A		
2	Carroll	Eureka Springs	802000		X						
2	Carroll	Eureka Springs	802006	Eureka Springs Elem Sch		X				C	
2	Carroll	Eureka Springs	802007	Eureka Springs HS		X					P

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2	Carroll	Eureka Springs	802008	Eureka Springs Middle Sch		X			A		
10	Pulaski	Exalt Academy	6055700				X				
10	Pulaski	Exalt Academy	6055702	Exalt K-8 (2014-15)				X	A		
1	Washington	Farmington	7202000		X						
1	Washington	Farmington	7202005	G. Ledbetter Interm.		X			A		
1	Washington	Farmington	7202006	Farmington HS		X			A		
1	Washington	Farmington	7202007	RG Lynch MS		X			A		
1	Washington	Farmington	7202008	JP Williams Elem		X			A		
1	Washington	Farmington	7202009	B Folsom Elem		X			A		
1	Washington	Fayetteville	7203000		X						
1	Washington	Fayetteville	7203010	Asbell Elem		X			A		
1	Washington	Fayetteville	7203012	Butterfield Elem		X			A		
1	Washington	Fayetteville	7203013	Happy Hollow Elem		X			A		
1	Washington	Fayetteville	7203015	Leverett Elem		X			A		
1	Washington	Fayetteville	7203016	Root Elem		X			A		
1	Washington	Fayetteville	7203017	Washington Elem		X			A		
1	Washington	Fayetteville	7203018	Ramay JRHS		X				C	
1	Washington	Fayetteville	7203019	Woodland JRHS		X				C	
1	Washington	Fayetteville	7203020	Fayetteville HS East		X			A		
1	Washington	Fayetteville	7203022	Holcomb Elem		X			A		
1	Washington	Fayetteville	7203023	Vandergriff Elem		X				C	
1	Washington	Fayetteville	7203024	McNair Elem		X			A		
1	Washington	Fayetteville	7203025	Holt MS		X				C	
1	Washington	Fayetteville	7203027	Owl Creek Elem		X				C	
2	Marion	Flippin	4501000		X						
2	Marion	Flippin	4501001	Flippin Elem Sch		X				C	
2	Marion	Flippin	4501002	Flippin HS		X				C	
2	Marion	Flippin	4501003	Flippin Middle School		X				C	
6	Dallas	Fordyce	2002000		X						
6	Dallas	Fordyce	2002007	Fordyce HS		X			A		
6	Dallas	Fordyce	2002008	Fordyce Elem		X				C	
6	Little River	Foreman	4102000		X						
6	Little River	Foreman	4102008	Oscar Hamilton Elem Sch		X				C	
6	Little River	Foreman	4102010	Foreman HS		X				C	
4	Saint Francis	Forrest City	6201000		X						
4	Saint Francis	Forrest City	6201003	Central Elem		X				C	
4	Saint Francis	Forrest City	6201010	Forrest City Jr High		X			A		
4	Saint Francis	Forrest City	6201011	Forrest City HS		X			A		
4	Saint Francis	Forrest City	6201014	Stewart Elementary		X			A		

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4	Saint Francis	Forrest City	6201702	Lincoln Acad of Excellence				X	A		
7	Sebastian	Fort Smith	6601000		X						
7	Sebastian	Fort Smith	6601001	Ballman Elementary		X			A		
7	Sebastian	Fort Smith	6601002	Barling Elementary		X			A		
7	Sebastian	Fort Smith	6601003	Beard Elementary		X			A		
7	Sebastian	Fort Smith	6601006	Bonneville Elementary		X			A		
7	Sebastian	Fort Smith	6601007	Carnall Elementary		X			A		
7	Sebastian	Fort Smith	6601008	Cavanaugh Elementary		X			A		
7	Sebastian	Fort Smith	6601010	Fairview Elementary		X			A		
7	Sebastian	Fort Smith	6601011	Howard Elementary		X			A		
7	Sebastian	Fort Smith	6601012	Raymond Orr Elementary		X			A		
7	Sebastian	Fort Smith	6601014	Albert Pike Elementary		X			A		
7	Sebastian	Fort Smith	6601016	Spradling Elementary		X			A		
7	Sebastian	Fort Smith	6601017	Sunnymeade Elementary		X			A		
7	Sebastian	Fort Smith	6601018	Sutton Elementary		X			A		
7	Sebastian	Fort Smith	6601019	Trusty Elementary		X			A		
7	Sebastian	Fort Smith	6601020	L.A. Chaffin Junior High		X			A		
7	Sebastian	Fort Smith	6601021	William O. Darby Jr. High		X			A		
7	Sebastian	Fort Smith	6601022	Dora Kimmons Jr. High		X			A		
7	Sebastian	Fort Smith	6601023	Ramsey Junior High		X			A		
7	Sebastian	Fort Smith	6601024	Northside High School		X				C	
7	Sebastian	Fort Smith	6601025	Southside High School		X			A		
7	Sebastian	Fort Smith	6601029	John P. Woods Elem.		X			A		
7	Sebastian	Fort Smith	6601030	Harry Morrison Elem.		X			A		
7	Sebastian	Fort Smith	6601031	Elmer H. Cook Elem.		X			A		
7	Sebastian	Fort Smith	6601032	Tilles Elementary		X			A		
7	Sebastian	Fort Smith	6601033	Euper Lane Elementary		X			A		
6	Miller	Fouke	4603000		X						
6	Miller	Fouke	4603010	Fouke HS		X				C	
6	Miller	Fouke	4603011	Paulette Smith MS		X			A		
6	Miller	Fouke	4603009	Fouke Elem Sch		X			A		
9	Garland	Fountain Lake	2602000		X						
9	Garland	Fountain Lake	2602005	Fountain Lake Elem.		X			A		
9	Garland	Fountain Lake	2602006	Fountain Lake High		X			A		
9	Garland	Fountain Lake	2602702	F. L. MS Cobra Digital Prep Acad				X	A		
6	Miller	Genoa Central	4602000		X						
6	Miller	Genoa Central	4602005	Genoa Central Elem Sch		X			A		

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6	Miller	Genoa Central	4602006	Genoa Central HS		X			A		
6	Miller	Genoa Central	4602007	Gary E. Cobb MS Sch		X			A		
1	Benton	Gentry	403000		X						
1	Benton	Gentry	403013	Gentry Interm		X			A		
1	Benton	Gentry	403014	Gentry HS		X			A		
1	Benton	Gentry	403015	Gentry MS		X			A		
1	Benton	Gentry	403016	Gentry Primary		X			A		
9	Hot Spring	Glen Rose	3002000		X						
9	Hot Spring	Glen Rose	3002007	Glen Rose Elem Sch		X				C	
9	Hot Spring	Glen Rose	3002009	Glen Rose HS		X			A		
9	Hot Spring	Glen Rose	3002010	Glen Rose Middle Sch		X				C	
3	Mississippi	Gosnell	4708000		X						
3	Mississippi	Gosnell	4708028	Gosnell Elem		X			A		
3	Mississippi	Gosnell	4708031	Gosnell HS		X				C	
1	Benton	Gravette	404000		X						
1	Benton	Gravette	404022	Gravette HS		X			A		
1	Benton	Gravette	404023	G. Duffy Elem		X			A		
1	Benton	Gravette	404024	Gravette MS		X			A		
1	Benton	Gravette	404025	Gravette Upper Elem		X			A		
2	Carroll	Green Forest	803000		X						
2	Carroll	Green Forest	803011	Green Forest Elem Sch		X			A		
2	Carroll	Green Forest	803012	Green Forest HS		X			A		
2	Carroll	Green Forest	803013	Green Forest Inter.Sch		X				C	
8	Faulkner	Greenbrier	2303000		X						
8	Faulkner	Greenbrier	2303016	Greenbrier Eastside Elem		X				C	
8	Faulkner	Greenbrier	2303017	Greenbrier HS		X			A		
8	Faulkner	Greenbrier	2303018	Greenbrier Middle Sch		X			A		
8	Faulkner	Greenbrier	2303019	Greenbrier Westside Elem		X			A		
8	Faulkner	Greenbrier	2303020	Greenbrier Junior High		X			A		
8	Faulkner	Greenbrier	2303021	Wooster Elementary		X			A		
3	Greene	Greene Co Tech	2807000		X						
3	Greene	Greene Co Tech	2807004	Greene Co. Tech. Elem		X				C	
3	Greene	Greene Co Tech	2807007	Greene Co. Tech. MS		X			A		
3	Greene	Greene Co Tech	2807008	Greene Co. Tech. HS		X			A		
3	Greene	Greene Co Tech	2807009	Greene Co. Tech. JHS		X				C	
3	Greene	Greene Co Tech	2807010	Greene Co. Tech. Primary		X			A		
3	Greene	Greene Co Tech	2807011	Greene Co. Tech. Int.		X				C	
1	Washington	Greenland	7204000		X						
1	Washington	Greenland	7204027	Greenland Elem		X			A		

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1	Washington	Greenland	7204028	Greenland HS		X				C	
1	Washington	Greenland	7204029	Greenland MS		X			A		
7	Sebastian	Greenwood	6602000		X						
7	Sebastian	Greenwood	6602042	Raymond Wells Jr. High		X			A		
7	Sebastian	Greenwood	6602043	Greenwood High		X			A		
7	Sebastian	Greenwood	6602044	Westwood Elem		X			A		
7	Sebastian	Greenwood	6602045	East Hills Middle		X				C	
7	Sebastian	Greenwood	6602046	East Pointe Elementary		X				C	
9	Clark	Gurdon	1003000		X						
9	Clark	Gurdon	1003016	Gurdon Primary		X			A		
9	Clark	Gurdon	1003017	Cabe MS		X			A		
9	Clark	Gurdon	1003018	Gurdon HS		X				C	
8	Faulkner	Guy-Perkins	2304000		X						
8	Faulkner	Guy-Perkins	2304021	Guy-Perkins Elem		X			A		
8	Faulkner	Guy-Perkins	2304022	Guy-Perkins HS		X					P
1	Washington	Haas-Hall Charter	7240700				X				
1	Washington	Haas-Hall Charter	7240703	Haas-Hall Academy				X	A		
7	Sebastian	Hackett	6603000		X						
7	Sebastian	Hackett	6603047	Hackett Elementary		X			A		
7	Sebastian	Hackett	6603048	Hackett High		X			A		
5	Ashley	Hamburg	203000		X						
5	Ashley	Hamburg	203017	Hamburg Middle Sch		X			A		
5	Ashley	Hamburg	203018	Hamburg HS		X					P
5	Ashley	Hamburg	203019	Wilmot Elem Sch		X			A		
5	Ashley	Hamburg	203020	Noble/Allbritton Elem		X					P
5	Ashley	Hamburg	203027	Portland Elem Sch		X			A		
6	Calhoun	Hampton	701000		X						
6	Calhoun	Hampton	701001	Hampton Elem		X				C	
6	Calhoun	Hampton	701002	Hampton HS		X				C	
6	Ouachita	Harmony Grove	5205000		X					C	
6	Ouachita	Harmony Grove	5205011	Sparkman Elem		X			A		
6	Ouachita	Harmony Grove	5205012	Sparkman HS		X			A		
6	Ouachita	Harmony Grove	5205028	Harmony Grove Elem		X			A		
6	Ouachita	Harmony Grove	5205029	Harmony Grove HS		X			A		
9	Saline	Harmony Grove	6304000		X						
9	Saline	Harmony Grove	6304029	Westbrook Elementary		X			A		
9	Saline	Harmony Grove	6304030	Harmony Grove High		X			A		
9	Saline	Harmony Grove	6304031	Harmony Grove Middle		X				C	
4	Poinsett	Harrisburg	5602000		X						
4	Poinsett	Harrisburg	5602005	Harrisburg Elementary		X				C	
4	Poinsett	Harrisburg	5602007	Harrisburg HS		X				C	

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4	Poinsett	Harrisburg	5602008	Harrisburg Middle Sch		X				C	
4	Poinsett	Harrisburg	5602031	Weiner Elem Sch		X			A		
2	Boone	Harrison	503000		X						
2	Boone	Harrison	503011	Eagle Heights Elem Sch		X			A		
2	Boone	Harrison	503012	Forest Heights Elem Sch		X			A		
2	Boone	Harrison	503013	Skyline Heights Elem.		X			A		
2	Boone	Harrison	503014	Woodland Heights Elem Sch		X			A		
2	Boone	Harrison	503015	Harrison Junior HS		X			A		
2	Boone	Harrison	503016	Harrison HS		X			A		
2	Boone	Harrison	503018	Harrison Middle Sch		X				C	
7	Sebastian	Hartford	6604000		X						
7	Sebastian	Hartford	6604051	Hartford Elementary		X				C	
7	Sebastian	Hartford	6604052	Hartford High		X				C	
5	Prairie	Hazen	5903000		X						
5	Prairie	Hazen	5903011	Hazen Elem		X				C	
5	Prairie	Hazen	5903012	Hazen High		X			A		
8	Cleburne	Heber Springs	1202000		X						
8	Cleburne	Heber Springs	1202005	Heber Springs Elem Sch		X				C	
8	Cleburne	Heber Springs	1202006	Heber Springs High Sch		X			A		
8	Cleburne	Heber Springs	1202007	Heber Springs Middle Sch		X			A		
8	Pope	Hector	5803000		X						
8	Pope	Hector	5803009	Hector Elem Sch		X			A		
8	Pope	Hector	5803010	Hector HS		X			A		
5	Phillips	Helena	5403000		X					C	
5	Phillips	Helena/W Helena	5403019	Central HS		X				C	
5	Phillips	Helena/W Helena	5403020	Miller Primary		X			A		
5	Phillips	Helena/W Helena	5403021	Miller Elem		X			A		
5	Bradley	Hermitage	601000		X						
5	Bradley	Hermitage	601006	Hermitage Elem		X			A		
5	Bradley	Hermitage	601007	Hermitage HS		X				C	
3	Sharp	Highland	6804000		X					C	
3	Sharp	Highland	6804009	Cherokee Elem Sch		X			A		
3	Sharp	Highland	6804010	Highland HS		X			A		
3	Sharp	Highland	6804011	Highland Middle Sch		X			A		
3	Lawrence	Hillcrest	3809000		X						
3	Lawrence	Hillcrest	3809014	Hillcrest Elem Sch		X			A		
3	Lawrence	Hillcrest	3809023	Hillcrest HS		X			A		
6	Hempstead	Hope	2903000		X						

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6	Hempstead	Hope	2903007	Wm J. Clinton Primary		X			A		
6	Hempstead	Hope	2903008	Beryl Henry Upper Elem		X			A		
6	Hempstead	Hope	2903011	Yerger Junior HS		X			A		
6	Hempstead	Hope	2903012	Hope HS		X			A		
6	Sevier	Horatio	6703000		X						
6	Sevier	Horatio	6703012	Horatio Elem Sch		X			A		
6	Sevier	Horatio	6703013	Horatio HS		X				C	
9	Garland	Hot Springs	2603000		X						
9	Garland	Hot Springs	2603011	Gardner Magnet		X			A		
9	Garland	Hot Springs	2603013	Summit School		X			A		
9	Garland	Hot Springs	2603015	Oaklawn Magnet		X			A		
9	Garland	Hot Springs	2603016	Park Magnet		X			A		
9	Garland	Hot Springs	2603020	Hot Springs Middle		X				C	
9	Garland	Hot Springs	2603021	Hot Springs High		X			A		
9	Garland	Hot Springs	2603023	Langston Magnet		X			A		
9	Garland	Hot Springs	2603024	Hot Springs Interm		X			A		
3	Lawrence	Hoxie	3804000		X						
3	Lawrence	Hoxie	3804009	Hoxie Elem Sch		X				C	
3	Lawrence	Hoxie	3804010	Hoxie HS		X					P
4	Saint Francis	Hughes	6202000		X					C	
4	Saint Francis	Hughes	6202022	Mildred Jackson Elem		X			A		
4	Saint Francis	Hughes	6202024	Hughes HS		X			A		
2	Madison	Huntsville	4401000		X						
2	Madison	Huntsville	4401001	Watson Elem Sch		X				C	
2	Madison	Huntsville	4401002	Huntsville Middle Sch		X			A		
2	Madison	Huntsville	4401003	Huntsville HS		X				C	
2	Madison	Huntsville	4401004	Huntsville Intermediate Sch		X			A		
2	Madison	Huntsville	4401011	St. Paul Elem Sch		X			A		
2	Madison	Huntsville	4401012	St. Paul HS		X				C	
3	Lawrence	Imboden	3840700				X				
3	Lawrence	Imboden	3840701	Imboden Area Charter Sch				X	A		
2	Izard	Izard County Cons.	3306000		X						
2	Izard	Izard County Cons.	3306014	Izard Co Consolidated Elem		X			A		
2	Izard	Izard County Cons.	3306015	Izard Co Consolidated HS		X			A		
2	Izard	Izard County Cons.	3306016	Izard Co Consolidated MS		X			A		
3	Jackson	Jackson Co.	3405000		X						

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3	Jackson	Jackson Co.	3405019	Swifton Middle School		X				C	
3	Jackson	Jackson Co.	3405024	Tuckerman Elem Sch		X				C	
3	Jackson	Jackson Co.	3405025	Tuckerman HS		X				C	
10	Pulaski	Jacksonville Lighthouse Charter	6050700				X				
10	Pulaski	Jacksonville Lighthouse Charter	6050701	Lighthouse Charter Elem				X	A		
10	Pulaski	Jacksonville Lighthouse Charter	6050702	Lighthouse Charter MS				X	A		
10	Pulaski	Jacksonville Lighthouse Charter	6050703	College Prep Academy				X	A		
10	Pulaski	Jacksonville Lighthouse Charter	6050705	Flightline Upper Academy				X	A		
2	Newton	Jasper	5102000		X						
2	Newton	Jasper	5102005	Jasper Elem Sch		X			A		
2	Newton	Jasper	5102006	Jasper HS		X			A		
2	Newton	Jasper	5102007	Kingston Elem Sch		X			A		
2	Newton	Jasper	5102008	Kingston HS		X			A		
2	Newton	Jasper	5102023	Oark Elemenatry Sch		X			A		
2	Newton	Jasper	5102024	Oark HS		X				C	
9	Garland	Jessieville	2604000		X						
9	Garland	Jessieville	2604029	Jessieville Elem		X			A		
9	Garland	Jessieville	2604030	Jessieville High		X				C	
9	Garland	Jessieville	2604031	Jessieville Middle		X			A		
3	Craighead	Jonesboro	1608000		X						
3	Craighead	Jonesboro	1608017	Math & Science Magnet		X			A		
3	Craighead	Jonesboro	1608019	Visual & Performing Art		X				C	
3	Craighead	Jonesboro	1608020	Health /Wellness Envi. Magnet		X			A		
3	Craighead	Jonesboro	1608021	International Studies Magnet		X			A		
3	Craighead	Jonesboro	1608022	Microsociety Magnet		X				C	
3	Craighead	Jonesboro	1608023	Annie Camp JHS		X				C	
3	Craighead	Jonesboro	1608024	Douglas MacArthur JHS		X				C	
3	Craighead	Jonesboro	1608026	Kindergarten Center		X				C	
3	Craighead	Jonesboro	1608703	Acad @ Jonesboro HS		X			A		
6	Union	Junction City	7003000		X						
6	Union	Junction City	7003027	Junction City Elem		X			A		
6	Union	Junction City	7003028	Junction City HS		X			A		
5	Phillips	KIPP Charter	5440700				X				

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5	Phillips	KIPP Charter	5440701	KIPP ES				X		C	
5	Phillips	KIPP Charter	5440702	KIPP MS				X		C	
5	Phillips	KIPP Charter	5440703	KIPP HS				X		C	
5	Phillips	KIPP Charter	5440705	KIPP Blytheville MS				X	A		
5	Phillips	KIPP Charter	5440706	KIPP Blytheville Coll HS				X	A		
9	Pike	Kirby	5503000		X						
9	Pike	Kirby	5503010	Kirby Elem Sch		X				C	
9	Pike	Kirby	5503011	Kirby HS		X				C	
6	LaFayette	La Fayette County	3704000		X						
6	LaFayette	La Fayette County	3704007	Lafayette Co Elem		X			A		
6	LaFayette	La Fayette County	3704013	Lafayette County HS		X				C	
9	Garland	Lake Hamilton	2605000		X						
9	Garland	Lake Hamilton	2605033	Lake Hamilton Elem		X			A		
9	Garland	Lake Hamilton	2605034	Lake Hamilton High		X			A		
9	Garland	Lake Hamilton	2605035	Lake Hamilton Jr. High		X				C	
9	Garland	Lake Hamilton	2605036	Lake Hamilton Intermediate		X			A		
9	Garland	Lake Hamilton	2605037	Lake Hamilton Middle		X			A		
9	Garland	Lake Hamilton	2605038	Lake Hamilton Primary		X			A		
5	Chicot	Lakeside	903000		X						
5	Chicot	Lakeside	903007	Eudora Elem Sch		X			A		
5	Chicot	Lakeside	903016	Lakeside Elem Sch		X			A		
5	Chicot	Lakeside	903017	Lakeside Middle Sch		X			A		
5	Chicot	Lakeside	903018	Lakeside HS		X			A		
9	Garland	Lakeside	2606000		X					C	
9	Garland	Lakeside	2606039	Lakeside Primary		X				C	
9	Garland	Lakeside	2606042	Lakeside Intermediate		X				C	
9	Garland	Lakeside	2606043	Lakeside Middle		X			A		
9	Garland	Lakeside	2606044	Lakeside HS 8-12		X			A		
7	Johnson	Lamar	3604000		X						
7	Johnson	Lamar	3604018	Lamar Elementary		X			A		
7	Johnson	Lamar	3604019	Lamar High		X			A		
7	Johnson	Lamar	3604020	Lamar Middle		X			A		
7	Sebastian	Lavaca	6605000		X						
7	Sebastian	Lavaca	6605056	Lavaca Elementary		X			A		
7	Sebastian	Lavaca	6605057	Lavaca High School		X			A		
7	Sebastian	Lavaca	6605058	Lavaca Middle School		X			A		
3	Lawrence	Lawrence County	3810000		X						
3	Lawrence	Lawrence County	3810026	Walnut Ridge Elem Sch		X				C	
3	Lawrence	Lawrence County	3810027	Walnut Ridge HS		X			A		
2	Boone	Lead Hill	506000		X						
2	Boone	Lead Hill	506031	Lead Hill Elem Sch		X			A		

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2	Boone	Lead Hill	506032	Lead Hill HS		X				C	
5	Lee	Lee County	3904000		X						
5	Lee	Lee County	3904005	Whitten Elem.		X			A		
5	Lee	Lee County	3904010	Anna Strong Interm.		X			A		
5	Lee	Lee County	3904011	Lee High		X			A		
1	Washington	Lincoln	7205000		X						
1	Washington	Lincoln	7205031	Lincoln Elem		X				C	
1	Washington	Lincoln	7205033	Lincoln MS		X				C	
1	Washington	Lincoln	7205706	Lincoln HS		X				C	
10	Pulaski	Lisa Charter	6041700				X				
10	Pulaski	Lisa Charter	6041702	Lisa Academy Middle School				X	A		
10	Pulaski	Lisa Charter	6041703	Lisa Academy HS				X	A		
10	Pulaski	Lisa NLR Charter	6041701	Lisa Academy NLR Elem				X	A		
10	Pulaski	Lisa NLR Charter	6041705	Lisa Academy NLR MS				X	A		
10	Pulaski	Lisa NLR Charter	6041706	Lisa Academy NLR HS				X	A		
10	Pulaski	Little Rock	6001000		X						
10	Pulaski	Little Rock	6001001	Central HS		X			A		
10	Pulaski	Little Rock	6001002	Hall HS		X				C	
10	Pulaski	Little Rock	6001003	Mann Magnet		X			A		
10	Pulaski	Little Rock	6001004	Metropolitan Career-Tech Center		X			A		
10	Pulaski	Little Rock	6001005	Parkview Magnet		X				C	
10	Pulaski	Little Rock	6001006	Booker Arts Elem		X			A		
10	Pulaski	Little Rock	6001007	Dunbar MS		X			A		
10	Pulaski	Little Rock	6001010	Pulaski Heights MS		X			A		
10	Pulaski	Little Rock	6001013	Henderson MS		X				C	
10	Pulaski	Little Rock	6001017	Bale Elem		X			A		
10	Pulaski	Little Rock	6001018	Brady Elem		X			A		
10	Pulaski	Little Rock	6001020	McDermott Elem		X			A		
10	Pulaski	Little Rock	6001021	Carver Elem		X			A		
10	Pulaski	Little Rock	6001024	Forest Park Elem		X			A		
10	Pulaski	Little Rock	6001025	Franklin Elem		X			A		
10	Pulaski	Little Rock	6001027	Gibbs Elem		X			A		
10	Pulaski	Little Rock	6001029	Western Hills Elem		X			A		
10	Pulaski	Little Rock	6001030	Jefferson Elem		X			A		
10	Pulaski	Little Rock	6001033	Meadowcliff Elem		X			A		
10	Pulaski	Little Rock	6001035	M.L. King Elem		X			A		
10	Pulaski	Little Rock	6001038	Pulaski Heights Elem		X				C	

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10	Pulaski	Little Rock	6001040	Romine Elem		X			A		
10	Pulaski	Little Rock	6001041	Stephens Elem		X			A		
10	Pulaski	Little Rock	6001042	Washington Elem		X			A		
10	Pulaski	Little Rock	6001043	Williams Elem		X			A		
10	Pulaski	Little Rock	6001044	Wilson Elem		X				C	
10	Pulaski	Little Rock	6001047	Terry Elem		X				C	
10	Pulaski	Little Rock	6001048	Fullbright Elem		X				C	
10	Pulaski	Little Rock	6001050	Rockefeller Elem		X			A		
10	Pulaski	Little Rock	6001052	Baseline Elem		X				C	
10	Pulaski	Little Rock	6001055	D O'Dodd Elem		X				C	
10	Pulaski	Little Rock	6001056	Geyer Springs Elem		X			A		
10	Pulaski	Little Rock	6001057	Mabelvale Elem		X			A		
10	Pulaski	Little Rock	6001058	Otter Creek Elem		X			A		
10	Pulaski	Little Rock	6001059	Wakefield Elem		X			A		
10	Pulaski	Little Rock	6001062	Mabelvale MS		X				C	
10	Pulaski	Little Rock	6001063	J.A. Fair HS		X			A		
10	Pulaski	Little Rock	6001064	MCClellan HS		X				C	
10	Pulaski	Little Rock	6001067	Alternative Learning Agencies		X					
10	Pulaski	Little Rock	6001071	Watson Inter.		X				C	
10	Pulaski	Little Rock	6001072	Chicot Primary		X			A		
10	Pulaski	Little Rock	6001073	Don Roberts Elem		X				C	
10	Pulaski	Little Rock	6001075	Forest Heights STEM ACAD K-8		X			A		
10	Pulaski	Little Rock	6001702	Cloverdale Aerospace Chtr		X			A		
4	Lonoke	Lonoke	4301000		X						
4	Lonoke	Lonoke	4301027	Lonoke Elem		X			A		
4	Lonoke	Lonoke	4301028	Lonoke Middle		X			A		
4	Lonoke	Lonoke	4301029	Lonoke High		X				C	
4	Lonoke	Lonoke	4301030	Lonoke Primary		X				C	
10	Pulaski	LR Preperatory Academy	6049700				X				
10	Pulaski	LR Preperatory Academy	6049701	LR Preperatory Elem				X	A		
10	Pulaski	LR Preperatory Academy	6049702	LR Preperatory Academy				X	A		
7	Logan	Magazine	4202000		X						
7	Logan	Magazine	4202007	Magazine Elementary		X			A		
7	Logan	Magazine	4202008	Leftwich High School		X			A		
9	Hot Spring	Magnet Cove	3003000		X						

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9	Hot Spring	Magnet Cove	3003013	Magnet Cove Elem Sch		X			A		
9	Hot Spring	Magnet Cove	3003014	Magnet Cove HS		X			A		
6	Columbia	Magnolia	1402000		X						
6	Columbia	Magnolia	1402006	Central Elem		X			A		
6	Columbia	Magnolia	1402007	East Side Elem		X				C	
6	Columbia	Magnolia	1402008	Magnolia JHS		X			A		
6	Columbia	Magnolia	1402009	Magnolia HS		X			A		
9	Hot Spring	Malvern	3004000		X						
9	Hot Spring	Malvern	3004021	Malvern Elem Sch		X				C	
9	Hot Spring	Malvern	3004022	Malvern MS		X			A		
9	Hot Spring	Malvern	3004023	Malvern High School		X			A		
9	Hot Spring	Malvern	3004025	Wilson Intermediate Sch		X			A		
2	Fulton	Mammoth Spring	2501000		X						
2	Fulton	Mammoth Spring	2501001	Mammoth Spring Elem. Sch		X			A		
2	Fulton	Mammoth Spring	2501002	Mammoth Spring HS		X			A		
3	Mississippi	Manila	4712000		X						
3	Mississippi	Manila	4712043	Manila Elem		X			A		
3	Mississippi	Manila	4712044	Manila HS		X			A		
3	Mississippi	Manila	4712045	Manila MS .		X			A		
7	Sebastian	Mansfield	6606000		X						
7	Sebastian	Mansfield	6606060	Mansfield Elementary		X				C	
7	Sebastian	Mansfield	6606061	Mansfield Middle School		X			A		
7	Sebastian	Mansfield	6606062	Mansfield High School		X			A		
4	Crittenden	Marion	1804000		X						
4	Crittenden	Marion	1804011	Avondale Elem		X			A		
4	Crittenden	Marion	1804012	Marion Elem		X				C	
4	Crittenden	Marion	1804014	Marion Jr. High		X			A		
4	Crittenden	Marion	1804015	Marion High		X				C	
4	Crittenden	Marion	1804016	Marion Middle		X			A		
4	Crittenden	Marion	1804017	Marion Intermediate		X				C	
4	Poinsett	Marked Tree	5604000		X						
4	Poinsett	Marked Tree	5604015	Marked Tree Elem Sch		X				C	
4	Poinsett	Marked Tree	5604017	Marked Tree HS		X				C	
4	Poinsett	Marked Tree	5604018	Marked Tree MS		X				C	
3	Greene	Marmaduke	2803000		X						
3	Greene	Marmaduke	2803016	Marmaduke Elem		X			A		
3	Greene	Marmaduke	2803017	Marmaduke HS		X			A		
5	Phillips	Marvell	5404000		X						

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5	Phillips	Marvell	5404030	Marvell Primary Sch		X			A		
5	Phillips	Marvell	5404032	Marvell HS		X				C	
8	Faulkner	Mayflower	2305000		X						
8	Faulkner	Mayflower	2305025	Mayflower Elem		X			A		
8	Faulkner	Mayflower	2305026	Mayflower HS		X			A		
8	Faulkner	Mayflower	2305027	Mayflower Middle Sch		X				C	
3	Randolph	Maynard	6102000		X						
3	Randolph	Maynard	6102005	Maynard Elem Sch		X			A		
3	Randolph	Maynard	6102006	Maynard HS		X			A		
4	Woodruff	McCrory	7403000		X						
4	Woodruff	McCrory	7403012	McCrory Elem.		X				C	
4	Woodruff	McCrory	7403013	McCrory High		X			A		
5	Desha	McGehee	2105000		X						
5	Desha	McGehee	2105026	McGehee Elem Sch		X				C	
5	Desha	McGehee	2105028	McGehee HS		X				C	
2	Izard	Melbourne	3302000		X						
2	Izard	Melbourne	3302005	Melbourne Elem Sch		X				C	
2	Izard	Melbourne	3302006	Melbourne HS		X				C	
2	Izard	Melbourne	3302010	Mt. Pleasant Elem Sch		X			A		
7	Polk	Mena	5703000		X						
7	Polk	Mena	5703009	Louise Durham Elem Sch		X			A		
7	Polk	Mena	5703010	Holly Harshman Elem Sch		X			A		
7	Polk	Mena	5703011	Mena Middle Sch		X			A		
7	Polk	Mena	5703012	Mena HS		X			A		
2	Independence	Midland	3211000		X						
2	Independence	Midland	3211022	Midland Elem Sch		X			A		
2	Independence	Midland	3211035	Midland HS		X			A		
9	Howard	Mineral Springs	3104000		X						
9	Howard	Mineral Springs	3104005	Mineral Springs Elem Sch		X				C	
9	Howard	Mineral Springs	3104006	Mineral Springs HS		X			A		
5	Drew	Monticello	2203000		X						
5	Drew	Monticello	2203010	Monticello Elem Sch		X			A		
5	Drew	Monticello	2203011	Monticello Middle Sch		X			A		
5	Drew	Monticello	2203012	Monticello HS		X			A		

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5	Drew	Monticello	2203014	Monticello Intermediate Sch		X			A		
9	Montgomery	Mount Ida	4902000		X					C	
9	Montgomery	Mount Ida	4902006	Mount Ida Elem Sch		X			A		
9	Montgomery	Mount Ida	4902007	Mount Ida HS		X				C	
2	Baxter	Mountain Home	303000		X						
2	Baxter	Mountain Home	303013	Nelson Wilks Herron Elem		X			A		
2	Baxter	Mountain Home	303014	Pinkston Middle Sch		X			A		
2	Baxter	Mountain Home	303018	Mountain Home Kinder.		X			A		
2	Baxter	Mountain Home	303019	Mountain Home JRHS		X			A		
2	Baxter	Mountain Home	303024	Hackler Interm		X			A		
2	Baxter	Mountain Home	303703	Mtn. Home High Career Acad		X				C	
9	Garland	Mountain Pine	2607000		X						
9	Garland	Mountain Pine	2607046	Mountain Pine Elem		X			A		
9	Garland	Mountain Pine	2607047	Mountain Pine High		X					P
7	Crawford	Mountainburg	1703000		X						
7	Crawford	Mountainburg	1703012	Mountainburg Elem		X			A		
7	Crawford	Mountainburg	1703013	Mountainburg High		X				C	
7	Crawford	Mountainburg	1703022	Mountainburg Middle		X				C	
8	Faulkner	Mt. Vernon-Enola	2306000		X						
8	Faulkner	Mt. Vernon-Enola	2306029	Mt. Vernon-Enola Elem		X			A		
8	Faulkner	Mt. Vernon-Enola	2306030	Mt. Vernon-Enola HS		X			A		
2	Stone	Mt. View	6901000		X						
2	Stone	Mt. View	6901005	Mt. View Elem.		X			A		
2	Stone	Mt. View	6901006	Mt. View MS		X			A		
2	Stone	Mt. View	6901007	Mt. View HS		X			A		
2	Stone	Mt. View	6901011	Rural Special Elem. Sch		X			A		
2	Stone	Mt. View	6901012	Rural Special HS		X				C	
2	Stone	Mt. View	6901015	Timbo Elem Sch		X			A		
2	Stone	Mt. View	6901016	Timbo HS		X				C	
7	Crawford	Mulberry	1704000		X						
7	Crawford	Mulberry/Pleasant	1704016	Marvin Elementary		X				C	
7	Crawford	Mulberry/Pleasant	1704017	Mulberry High		X				C	
7	Crawford	Mulberry/Pleasant View Bi-County	1704018	Pleasant Jr. High		X				C	
7	Crawford	Mulberry/Pleasant View Bi-County	1704022	Millsap Intermediate		X				C	
9	Howard	Nashville	3105000		X						
9	Howard	Nashville	3105009	Nashville Elem Sch		X			A		

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9	Howard	Nashville	3105010	Nashville Junior HS		X				C	
9	Howard	Nashville	3105011	Nashville HS		X				C	
9	Howard	Nashville	3105012	Nashville Primary Sch		X				C	
8	Conway	Nemo Vista	1503000		X						
8	Conway	Nemo Vista	1503016	Nemo Vista Elem Sch		X				C	
8	Conway	Nemo Vista	1503017	Nemo Vista HS		X			A		
8	Conway	Nemo Vista	1503018	Nemo Vista MS		X				C	
3	Craighead	Nettleton	1611000		X						
3	Craighead	Nettleton	1611039	Fox Meadow Elem		X				C	
3	Craighead	Nettleton	1611040	University Heights Elem		X				C	
3	Craighead	Nettleton	1611041	Nettleton JHS		X				C	
3	Craighead	Nettleton	1611042	Nettleton HS		X				C	
3	Craighead	Nettleton	1611043	Nettleton Inter Center		X			A		
3	Craighead	Nettleton	1611045	Fox Meadow Int		X				C	
3	Craighead	Nettleton	1611046	Nettleton MS		X				C	
6	Nevada	Nevada	5008000		X						
6	Nevada	Nevada	5008013	Nevada Elem		X					P
6	Nevada	Nevada	5008014	Nevada HS		X				C	
3	Jackson	Newport	3403000		X						
3	Jackson	Newport	3403013	Newport HS		X				C	
3	Jackson	Newport	3403014	Newport Elem		X			A		
2	Baxter	Norfork	304000		X						
2	Baxter	Norfork	304021	Norfork Elem Sch		X				C	
2	Baxter	Norfork	304022	Norfork HS		X				C	
10	Pulaski	North Little Rock	6002000		X						
10	Pulaski	North Little Rock	6002050	Amboy Elem		X				C	
10	Pulaski	North Little Rock	6002054	Boone Park Elem		X				C	
10	Pulaski	North Little Rock	6002055	Crestwood Elem		X				C	
10	Pulaski	North Little Rock	6002056	Glenview Elem		X			A		
10	Pulaski	North Little Rock	6002057	Indian Hills Elem		X			A		
10	Pulaski	North Little Rock	6002058	Lakewood Elem		X			A		
10	Pulaski	North Little Rock	6002061	Meadow Park Elem		X				C	
10	Pulaski	North Little Rock	6002063	North Heights Elem		X			A		
10	Pulaski	North Little Rock	6002064	Park Hill Elem		X			A		
10	Pulaski	North Little Rock	6002065	Pike View Elem		X			A		
10	Pulaski	North Little Rock	6002069	Seventh Street Elem		X			A		
10	Pulaski	North Little Rock	6002070	Lakewood MS		X				C	
10	Pulaski	North Little Rock	6002080	NLR Academy		X			A		
10	Pulaski	North Little Rock	6002081	Ridge Road MS		X			A		
10	Pulaski	North Little Rock	6002082	NLR HS (9-12)		X			A		
1	Benton	NWA Classical Acad	442700	NWA Classical Acad			X				

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1	Benton	NWA Classical Acad	442702	NWA Class Acad Elem				X	A		
1	Benton	NWA Classical Acad	442703	NWA Class Acad HS				X	A		
2	Boone	Omaha	504000		X						
2	Boone	Omaha	504022	Omaha Elem Sch		X			A		
2	Boone	Omaha	504023	Omaha HS		X					P
3	Mississippi	Osceola	4713000		X						
3	Mississippi	Osceola	4713051	Osceola HS		X					P
3	Mississippi	Osceola	4713052	North Elem		X			A		
3	Mississippi	Osceola	4713053	C. Smith Elem		X					P
3	Mississippi	Osceola	4713705	Osceola STEM Acad				X	A		
9	Hot Spring	Ouachita	3005000		X						
9	Hot Spring	Ouachita	3005029	Ouachita Elem Sch		X			A		
9	Hot Spring	Ouachita	3005030	Ouachita HS		X				C	
7	Polk	Ouachita River	5706000		X						
7	Polk	Ouachita River	5706001	Acorn Elementary Sch		X			A		
7	Polk	Ouachita River	5706002	Acorn HS		X				C	
7	Polk	Ouachita River	5706010	Oden Maddox Elem Sch		X			A		
7	Polk	Ouachita River	5706011	Oden HS		X			A		
7	Franklin	Ozark	2404000		X						
7	Franklin	Ozark	2404004	Ozark 7th Grade School		X			A		
7	Franklin	Ozark	2404005	Ozark Kindergarten Sch		X			A		
7	Franklin	Ozark	2404015	Elgin Milton Elementary		X			A		
7	Franklin	Ozark	2404016	Ozark Junior High		X			A		
7	Franklin	Ozark	2404017	Ozark High School		X			A		
2	Searcy	Ozark Mountain	6505000		X						
2	Searcy	Ozark Mountain	6505009	St. Joe Elementary		X			A		
2	Searcy	Ozark Mountain	6505010	St. Joe HS		X			A		
2	Searcy	Ozark Mountain	6505011	Bruno-Pyatt HS		X				C	
2	Searcy	Ozark Mountain	6505012	Bruno-Pyatt Elem Sch		X			A		
2	Searcy	Ozark Mountain	6505013	Western Grove Elem		X				C	
2	Searcy	Ozark Mountain	6505014	Western Grove HS		X				C	
4	Saint Francis	Palestine-Wheatley	6205000		X						
4	Saint Francis	Palestine-Wheatley	6205027	Palestine-Wheatley ES		X			A		
4	Saint Francis	Palestine-Wheatley	6205028	Palestine-Wheatley HS		X			A		
4	White	Pangburn	7309000		X						
4	White	Pangburn	7309038	Pangburn Elem Sch		X				C	
4	White	Pangburn	7309039	Pangburn HS		X			A		
3	Greene	Paragould	2808000		X						P
3	Greene	Paragould	2808024	Baldwin Elem		X			A		
3	Greene	Paragould	2808027	Woodrow Wilson Elem		X			A		
3	Greene	Paragould	2808028	Oak Grove MS		X			A		

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3	Greene	Paragould	2808042	Paragould JHS		X			A		
3	Greene	Paragould	2808043	Paragould HS		X				C	
3	Greene	Paragould	2808044	Paragould Primary		X			A		
3	Greene	Paragould	2808045	Oak Grove Elem		X			A		
7	Logan	Paris	4203000		X						
7	Logan	Paris	4203011	Paris Elementary		X			A		
7	Logan	Paris	4203012	Paris High		X			A		
7	Logan	Paris	4203013	Paris Middle		X				C	
6	Union	Parkers Chapel	7007000		X						
6	Union	Parkers Chapel	7007039	Parkers Chapel Elem		X			A		
6	Union	Parkers Chapel	7007040	Parkers Chapel HS		X			A		
10	Pulaski	PCSSD	6003000		X						
10	Pulaski	PCSSD	6003092	Baker Interdistrict Elem Sch		X			A		
10	Pulaski	PCSSD	6003093	Crystal Hill Elem Sch		X			A		
10	Pulaski	PCSSD	6003094	Bayou Meto Elem Sch		X			A		
10	Pulaski	PCSSD	6003095	Clinton Elem Sch		X			A		
10	Pulaski	PCSSD	6003099	Warren Dupree ES		X			A		
10	Pulaski	PCSSD	6003102	Harris Elem Sch		X			A		
10	Pulaski	PCSSD	6003104	Landmark Elem Sch		X			A		
10	Pulaski	PCSSD	6003105	Lawson Elem Sch		X			A		
10	Pulaski	PCSSD	6003106	Tolleson Elem Sch		X			A		
10	Pulaski	PCSSD	6003108	Oak Grove Elem Sch		X			A		
10	Pulaski	PCSSD	6003110	Joe T. Robinson Elem		X			A		
10	Pulaski	PCSSD	6003111	Scott Elem Sch		X			A		
10	Pulaski	PCSSD	6003112	Sherwood Elem Sch		X			A		
10	Pulaski	PCSSD	6003113	Sylvan Hills Elem Sch		X			A		
10	Pulaski	PCSSD	6003119	Jacksonville Middle School		X			A		
10	Pulaski	PCSSD	6003120	Fuller Middle Sch		X			A		
10	Pulaski	PCSSD	6003122	Sylvan Hills Middle Sch		X			A		
10	Pulaski	PCSSD	6003123	Jacksonville HS		X			A		
10	Pulaski	PCSSD	6003125	Wilbur D. Mills HS		X			A		
10	Pulaski	PCSSD	6003127	Robinson HS		X			A		
10	Pulaski	PCSSD	6003128	Sylvan Hills HS		X			A		
10	Pulaski	PCSSD	6003129	Cato Elem Sch		X			A		
10	Pulaski	PCSSD	6003130	Pinewood Elem Sch		X			A		
10	Pulaski	PCSSD	6003135	College Station Elem		X			A		
10	Pulaski	PCSSD	6003136	North Pulaski HS		X			A		
10	Pulaski	PCSSD	6003137	Arnold Drive Elem Sch		X			A		
10	Pulaski	PCSSD	6003139	Oakbrooke Elem Sch		X			A		

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10	Pulaski	PCSSD	6003140	Northwood Middle Sch		X			A		
10	Pulaski	PCSSD	6003141	Murrell Taylor Elem Sch		X			A		
10	Pulaski	PCSSD	6003142	Pine Forest Elem Sch		X			A		
10	Pulaski	PCSSD	6003143	Robinson Middle Sch		X			A		
10	Pulaski	PCSSD	6003146	Bates Elem Sch		X			A		
10	Pulaski	PCSSD	6003149	Maumelle Middle Sch		X			A		
10	Pulaski	PCSSD	6003150	Chenal Elem		X			A		
10	Pulaski	PCSSD	6003151	Maumelle HS		X			A		
1	Benton	Pea Ridge	407000		X						
1	Benton	Pea Ridge	407025	Pea Ridge Primary		X			A		
1	Benton	Pea Ridge	407026	Pea Ridge Elem (Intermed)		X				C	
1	Benton	Pea Ridge	407027	Pea Ridge HS		X				C	
1	Benton	Pea Ridge	407028	Pea Ridge MS		X			A		
1	Benton	Pea Ridge	407703	Pea Ridge M&B Acad				X			P
8	Perry	Perryville	5303000		X						
8	Perry	Perryville	5303010	Perryville Elementary		X			A		
8	Perry	Perryville	5303011	Perryville HS		X			A		
3	Clay	Piggott	1104000		X						
3	Clay	Piggott	1104017	Piggott Elementary		X				C	
3	Clay	Piggott	1104018	Piggott HS		X			A		
5	Jefferson	Pine Bluff	3505000		X						
5	Jefferson	Pine Bluff	3505025	Belair Middle School		X			A		
5	Jefferson	Pine Bluff	3505026	Broadmoor Elem Sch		X			A		
5	Jefferson	Pine Bluff	3505034	Oak Park Elem Sch		X			A		
5	Jefferson	Pine Bluff	3505036	34th Avenue Elem Sch		X			A		
5	Jefferson	Pine Bluff	3505037	Southwood Elem Sch		X				C	
5	Jefferson	Pine Bluff	3505041	Southeast Middle Sch		X			A		
5	Jefferson	Pine Bluff	3505042	Pine Bluff HS		X			A		
5	Jefferson	Pine Bluff	3505044	Jack Robey Junior HS		X			A		
5	Jefferson	Pine Bluff	3505046	W. T. Cheney Elem Sch		X			A		
5	Jefferson	Pine Bluff Lighthouse Academy	3541700				X				
5	Jefferson	Pine Bluff Lighthouse Academy	3541701	Pine Bluff Lighthouse Academy				X	A		
5	Jefferson	Pine Bluff Lighthouse Academy	3541702	Pine Bluff Lighthouse Upper Academy				X	A		
3	Randolph	Pocahontas	6103000		X						
3	Randolph	Pocahontas	6103009	Alma Spikes Elem Sch		X			A		
3	Randolph	Pocahontas	6103010	Pocahontas HS		X			A		
3	Randolph	Pocahontas	6103011	Pocahontas Upper Elem		X			A		

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3	Randolph	Pocahontas	6103012	Pocahontas Junior HS		X				C	
8	Pope	Pottsville	5804000		X						
8	Pope	Pottsville	5804013	Pottsville Elem Sch		X			A		
8	Pope	Pottsville	5804014	Pottsville HS		X			A		
8	Pope	Pottsville	5804015	Pottsville Middle Sch		X			A		
8	Pope	Pottsville	5804016	Pottsville JHS		X			A		
9	Grant	Poyen	2703000		X						
9	Grant	Poyen	2703009	Poyen Elem Sch		X			A		
9	Grant	Poyen	2703010	Poyen HS		X			A		
1	Washington	Prairie Grove	7206000		X						
1	Washington	Prairie Grove	7206035	Prairie Grove Elem		X			A		
1	Washington	Prairie Grove	7206036	Prairie Grove HS		X				C	
1	Washington	Prairie Grove	7206038	Prairie Grove MS		X			A		
1	Washington	Prairie Grove	7206039	Prairie Grove Interm		X				C	
10	Pulaski	Premier (Resp.Ed)	6053700				X				
10	Pulaski	Premier (Resp.Ed)	6053703	Premier HS				X	A		
6	Nevada	Prescott	5006000		X						
6	Nevada	Prescott	5006022	Prescott Elem		X			A		
6	Nevada	Prescott	5006023	McRae MS		X			A		
6	Nevada	Prescott	5006024	Prescott HS		X			A		
5	Jefferson	Quest Chrt	3542700				X				
5	Jefferson	Quest Chrt	3542702	Quest MS				X	A		
10	Pulaski	Quest Chrt	6054700				X				
10	Pulaski	Quest Chrt	6054703	Quest MS (2014-15)				X	A		
8	Cleburne	Quitman	1203000		X						
8	Cleburne	Quitman	1203010	Quitman Elementary		X			A		
8	Cleburne	Quitman	1203011	Quitman HS		X				C	
3	Clay	Rector	1106000		X						
3	Clay	Rector	1106022	Rector Elementary		X			A		
3	Clay	Rector	1106023	Rector HS		X				C	
3	Mississippi	Rivercrest	4706000		X						
3	Mississippi	Rivercrest	4706066	Rivercrest HS		X				C	
3	Mississippi	Rivercrest	4706069	Rivercrest Elem		X			A		
3	Craighead	Riverside	1613000		X						
3	Craighead	Riverside	1613010	Riverside East Elem		X			A		
3	Craighead	Riverside	1613021	Riverside HS		X			A		
3	Craighead	Riverside	1613031	Riverside West Elem		X			A		
4	White	Riverview	7307000		X						
4	White	Riverview	7307026	Judsonia Elementary		X			A		
4	White	Riverview	7307030	Kensett Elementary		X			A		
4	White	Riverview	7307032	Riverview HS		X			A		

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4	White	Riverview	7307033	Riverview JHS		X			A		
1	Benton	Rogers	405000		X						
1	Benton	Rogers	405031	Eastside Elem		X			A		
1	Benton	Rogers	405032	Garfield Elem		X			A		
1	Benton	Rogers	405033	Lowell Elem		X			A		
1	Benton	Rogers	405034	Northside Elem		X			A		
1	Benton	Rogers	405036	West Side Elem		X				C	
1	Benton	Rogers	405037	Elmwood JRHS		X				C	
1	Benton	Rogers	405039	Oakdale JRHS		X			A		
1	Benton	Rogers	405040	Grace Hill Elem		X			A		
1	Benton	Rogers	405041	B. Grimes Elem		X				C	
1	Benton	Rogers	405042	Reagan Elem		X				C	
1	Benton	Rogers	405043	Frank Tillery Elem		X			A		
1	Benton	Rogers	405044	Joe Mathias Eelm		X			A		
1	Benton	Rogers	405045	Kirksey MS		X				C	
1	Benton	Rogers	405046	Lingle MS		X				C	
1	Benton	Rogers	405047	Bellview Elem		X			A		
1	Benton	Rogers	405048	Rogers HS		X			A		
1	Benton	Rogers	405049	Jones Elem		X			A		
1	Benton	Rogers	405050	Elza Tucker Elem		X				C	
1	Benton	Rogers	405051	Old Wire Elem		X			A		
1	Benton	Rogers	405052	Rogers Heritage HS		X			A		
1	Benton	Rogers	405053	Janie Darr Elem		X				C	
1	Benton	Rogers	405703	Roger New Tech HS				X	A		
4	White	Rose Bud	7310000		X						
4	White	Rose Bud	7310042	Rose Bud Elementary		X			A		
4	White	Rose Bud	7310043	Rose Bud HS		X			A		
8	Pope	Russellville	5805000		X					C	
8	Pope	Russellville	5805017	Crawford Elem Sch		X			A		
8	Pope	Russellville	5805018	Dwight Elem Sch		X			A		
8	Pope	Russellville	5805019	London Elem Sch		X				C	
8	Pope	Russellville	5805020	Oakland Heights Elem		X			A		
8	Pope	Russellville	5805021	Sequoyah Elem Sch		X			A		
8	Pope	Russellville	5805022	Russellville Middle Sch		X			A		
8	Pope	Russellville	5805023	Russellville Jr. HS		X			A		
8	Pope	Russellville	5805024	Russellville HS		X			A		
8	Pope	Russellville	5805025	Center Valley Elem Sch		X			A		
8	Pope	Russellville	5805026	Russellville Upper Elem		X			A		
2	Fulton	Salem	2502000		X						
2	Fulton	Salem	2502005	Salem Elem Sch		X			A		

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2	Fulton	Salem	2502006	Salem HS		X			A		
7	Logan	Scranton	4204000		X						
7	Logan	Scranton	4204016	Scranton Elementary		X			A		
7	Logan	Scranton	4204019	Scranton High		X			A		
4	White	Searcy	7311000		X						
4	White	Searcy	7311046	Sidney Deener Elem		X				C	
4	White	Searcy	7311047	McRae Elementary		X			A		
4	White	Searcy	7311051	Ahlf Junior High Sch		X				C	
4	White	Searcy	7311052	Searcy HS		X			A		
4	White	Searcy	7311053	Westside Elem		X			A		
4	White	Searcy	7311054	Southwest Middle Sch		X				C	
2	Searcy	Searcy County	6502000		X						
2	Searcy	Searcy County	6502001	Leslie Elem Sch		X			A		
2	Searcy	Searcy County	6502005	Marshall Elem Sch		X			A		
2	Searcy	Searcy County	6502006	Marshall HS		X					
9	Grant	Sheridan	2705000		X						
9	Grant	Sheridan	2705018	East End Elem Sch		X				C	
9	Grant	Sheridan	2705019	Sheridan Elem Sch		X				C	
9	Grant	Sheridan	2705020	Sheridan Middle School		X			A		
9	Grant	Sheridan	2705021	Sheridan HS		X			A		
9	Grant	Sheridan	2705023	Sheridan Intermediate Sch		X				C	
9	Grant	Sheridan	2705024	East End Intermediate Sch		X			A		
8	Van Buren	Shirley	7104000		X					C	
8	Van Buren	Shirley	7104014	Shirley Elem Sch		X				C	
8	Van Buren	Shirley	7104015	Shirley HS		X				C	
10	Pulaski	SIA Tech	6052700				X				
10	Pulaski	SIA Tech	6052703	SIA Tech HS				X	A		
1	Benton	Siloam Springs	406000		X						
1	Benton	Siloam Springs	406045	Siloam Springs Interm.		X				C	
1	Benton	Siloam Springs	406046	Northside Elem		X			A		
1	Benton	Siloam Springs	406047	Southside East Elem		X			A		
1	Benton	Siloam Springs	406048	Delbert Allen Elem		X			A		
1	Benton	Siloam Springs	406049	Siloam Springs MS		X			A		
1	Benton	Siloam Springs	406050	Siloam Springs HS		X			A		
3	Lawrence	Sloan-Hendrix	3806000		X						
3	Lawrence	Sloan-Hendrix	3806018	Sloan-Hendrix Elem Sch		X			A		
3	Lawrence	Sloan-Hendrix	3806019	Sloan-Hendrix HS		X			A		
3	Lawrence	Sloan-Hendrix	3806020	Sloan-Hendrix MS		X			A		
6	Union	Smackover	7008000		X						

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6	Union	Smackover	7008035	Norphlet Elem		X			A		
6	Union	Smackover	7008036	Norphlet HS		X			A		
6	Union	Smackover	7008043	Smackover Elem		X			A		
6	Union	Smackover	7008045	Smackover HS		X			A		
8	Conway	So. Conway Co	1507000		X						
8	Conway	So. Conway Co	1507029	Morrilton Elem		X			A		
8	Conway	So. Conway Co	1507031	Morrilton Intermediate		X					P
8	Conway	So. Conway Co	1507032	Morrilton Primary		X				C	
8	Conway	So. Conway Co	1507036	Morrilton HS		X			A		
8	Conway	So. Conway Co	1507037	Morrilton Junior HS		X				C	
9	Pike	So. Pike County	5504000		X						
9	Pike	So. Pike County	5504001	Delight Elem Sch		X			A		
9	Pike	So. Pike County	5504014	Murfreesboro Elem Sch		X			A		
9	Pike	So. Pike County	5504015	Murfreesboro HS		X			A		
8	Van Buren	South Side	7105000		X						
8	Van Buren	South Side	7105018	South Side Elem Sch		X				C	
8	Van Buren	South Side	7105019	South Side HS		X					P
2	Independence	Southside	3209000		X						
2	Independence	Southside	3209038	Southside Elem Sch		X				C	
2	Independence	Southside	3209039	Southside HS		X			A		
2	Independence	Southside	3209041	Southside Middle Sch		X			A		
2	Independence	Southside	3209042	Southside Junior High School		X			A		
6	Hempstead	Spring Hill	2906000		X						
6	Hempstead	Spring Hill	2906025	Spring Hill Elem. Sch		X			A		
6	Hempstead	Spring Hill	2906026	Spring Hill HS		X			A		
1	Washington	Springdale	7207000		X						
1	Washington	Springdale	7207040	Elmdale Elem		X			A		
1	Washington	Springdale	7207041	Jones Elem		X			A		
1	Washington	Springdale	7207042	RE Lee Elem		X			A		
1	Washington	Springdale	7207044	J Tyson Elem		X			A		
1	Washington	Springdale	7207046	Westwood Elem		X			A		
1	Washington	Springdale	7207047	Central JRHS		X			A		
1	Washington	Springdale	7207048	Southwest JRHS		X			A		
1	Washington	Springdale	7207049	Springdale HS		X			A		
1	Washington	Springdale	7207050	Parson Hills Elem		X			A		
1	Washington	Springdale	7207051	TG Smith Elem		X			A		
1	Washington	Springdale	7207052	Walker Eelm		X			A		
1	Washington	Springdale	7207053	George Elem		X			A		
1	Washington	Springdale	7207054	J.O. Kelly MS		X			A		
1	Washington	Springdale	7207055	H Tyson MS		X			A		

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
1	Washington	Springdale	7207057	B Young Elem		X			A		
1	Washington	Springdale	7207058	Harp Elem		X			A		
1	Washington	Springdale	7207059	Bayyari Elem		X			A		
1	Washington	Springdale	7207060	George JRHS		X				C	
1	Washington	Springdale	7207061	Hellstern MS		X			A		
1	Washington	Springdale	7207062	Har-Ber HS		X			A		
1	Washington	Springdale	7207063	Hunt Elem		X			A		
1	Washington	Springdale	7207064	Turnbow Elem		X			A		
1	Washington	Springdale	7207065	East/Monitor Elem		X			A		
1	Washington	Springdale	7207066	Willis Shaw Elem		X			A		
1	Washington	Springdale	7207068	Sonora Elem		X			A		
1	Washington	Springdale	7207069	Sonora MS		X			A		
1	Washington	Springdale	7207070	Lakeside JRHS		X			A		
5	Lincoln	Star City	4003000		X						
5	Lincoln	Star City	4003014	Brown Elem Sch		X				C	
5	Lincoln	Star City	4003015	Star City Middle Sch		X				C	
5	Lincoln	Star City	4003016	Star City HS		X			A		
6	Union	Strong-Huttig	7009000		X						
6	Union	Strong-Huttig	7009048	Gardner-Strong Elem		X				C	
6	Union	Strong-Huttig	7009049	Strong HS		X					P
5	Arkansas	Stuttgart	104000		X						
5	Arkansas	Stuttgart	104021	Park Avenue Elem Sch		X			A		
5	Arkansas	Stuttgart	104023	Meekins Middle Sch		X			A		
5	Arkansas	Stuttgart	104025	Stuttgart HS		X			A		
5	Arkansas	Stuttgart	104026	Stuttgart JHS		X			A		
6	Miller	Texarkana	4605000		X						
6	Miller	Texarkana	4605019	College Hill Elem		X			A		
6	Miller	Texarkana	4605020	Fairview Elem		X			A		
6	Miller	Texarkana	4605021	Vera Kilpatrick Elem		X			A		
6	Miller	Texarkana	4605022	Union Elem		X			A		
6	Miller	Texarkana	4605024	College Hill MS		X			A		
6	Miller	Texarkana	4605025	North Heights JHS		X			A		
6	Miller	Texarkana	4605026	Arkansas HS		X			A		
6	Miller	Texarkana	4605027	Edward D. Trice Elem		X			A		
6	Miller	Texarkana	4605703	Washington Acad				X	A		
4	Poinsett	Trumann	5605000		X						
4	Poinsett	Trumann	5605001	Intermediate Sch 5-6		X			A		
4	Poinsett	Trumann	5605021	Cedar Park Elem Sch		X				C	
4	Poinsett	Trumann	5605023	Trumann HS		X				C	

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
4	Poinsett	Trumann	5605024	Intermediate Sch 7-8		X				C	
8	Yell	Two Rivers	7510000		X						
8	Yell	Two Rivers	7510019	Two Rivers HS		X			A		
8	Yell	Two Rivers	7510024	Two Rivers Elem		X			A		
2	Boone	Valley Springs	505000		X						
2	Boone	Valley Springs	505026	Valley Springs Elem Sch		X			A		
2	Boone	Valley Springs	505027	Valley Springs HS		X				C	
2	Boone	Valley Springs	505028	Valley Springs MS		X			A		
3	Craighead	Valley View	1612000		X						
3	Craighead	Valley View	1612047	Valley View Elem		X				C	
3	Craighead	Valley View	1612048	Valley View HS		X				C	
3	Craighead	Valley View	1612050	Valley View Interm		X				C	
3	Craighead	Valley View	1612051	Valley View JRHS		X				C	
7	Crawford	Van Buren	1705000		X						
7	Crawford	Van Buren	1705020	City Heights Elementary		X			A		
7	Crawford	Van Buren	1705022	King Elementary		X			A		
7	Crawford	Van Buren	1705025	Central Elem		X			A		
7	Crawford	Van Buren	1705026	Butterfield MS		X			A		
7	Crawford	Van Buren	1705027	Van Buren High		X					P
7	Crawford	Van Buren	1705029	James Tate Elementary		X			A		
7	Crawford	Van Buren	1705030	Parkview Elementary		X			A		
7	Crawford	Van Buren	1705032	Rena Elementary		X			A		
7	Crawford	Van Buren	1705033	Northridge Middle		X				C	
8	Faulkner	Vilonia	2307000		X						
8	Faulkner	Vilonia	2307033	Vilonia Elem Sch		X			A		
8	Faulkner	Vilonia	2307034	Vilonia HS		X				C	
8	Faulkner	Vilonia	2307035	Vilonia Primary Sch		X			A		
8	Faulkner	Vilonia	2307036	Vilonia Junior HS		X				C	
8	Faulkner	Vilonia	2307037	Vilonia Middle Sch		X			A		
8	Faulkner	Vilonia	2307701	Vilonia Acad of Tech		X			A		
8	Faulkner	Vilonia	2307702	Academy of Serv & Tech		X			A		
2	Fulton	Viola	2503000		X						
2	Fulton	Viola	2503009	Viola Elem Sch		X			A		
2	Fulton	Viola	2503010	Viola HS		X			A		
7	Scott	Waldron	6401000		X						
7	Scott	Waldron	6401001	Waldron Elem Sch		X				C	
7	Scott	Waldron	6401003	Waldron HS		X			A		
7	Scott	Waldron	6401004	Waldron Middle Sch		X			A		
5	Bradley	Warren	602000		X						
5	Bradley	Warren	602014	Warren HS		X			A		

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
5	Bradley	Warren	602701	Eastside New Vision Charter				X	A		
5	Bradley	Warren	602702	Warren MS Conv Chtr				X	A		
5	Bradley	Warren	602704	Brunson New V. Chtr Elem				X	A		
5	Jefferson	Watson Chapel	3509000		X						
5	Jefferson	Watson Chapel	3509063	Edgewood Elem Sch		X			A		
5	Jefferson	Watson Chapel	3509064	L. L. Owen Elem Sch		X			A		
5	Jefferson	Watson Chapel	3509066	Coleman Interm Sch		X			A		
5	Jefferson	Watson Chapel	3509067	Watson Chapel HS		X				C	
5	Jefferson	Watson Chapel	3509068	Watson Chapel Junior HS		X			A		
1	Washington	West Fork	7208000		X						
1	Washington	West Fork	7208060	West Fork Elem		X			A		
1	Washington	West Fork	7208061	West Fork MS		X				C	
1	Washington	West Fork	7208062	West Fork HS		X			A		
4	Crittenden	West Memphis	1803000		X						
4	Crittenden	West Memphis	1803025	Bragg Elem Sch		X			A		
4	Crittenden	West Memphis	1803026	Faulk Elem Sch		X			A		
4	Crittenden	West Memphis	1803027	Jackson Elem Sch		X			A		
4	Crittenden	West Memphis	1803028	Maddux Elem Sch		X			A		
4	Crittenden	West Memphis	1803029	Richland Elem Sch		X			A		
4	Crittenden	West Memphis	1803030	Weaver Elem Sch		X			A		
4	Crittenden	West Memphis	1803032	Wonder Elem Sch		X			A		
4	Crittenden	West Memphis	1803033	East Junior HS		X			A		
4	Crittenden	West Memphis	1803034	West Junior HS		X			A		
4	Crittenden	West Memphis	1803035	Wonder Junior HS		X			A		
4	Crittenden	West Memphis	1803035	Wonder Junior HS		X			A		
4	Crittenden	West Memphis	1803703	Academy of W. Memphis				X	A		
8	Cleburne	West Side	1204000		X						
8	Cleburne	West Side	1204014	West Side Elementary		X				C	
8	Cleburne	West Side	1204015	West Side HS		X					P
8	Yell	Western Yell	7509000		X						
8	Yell	Western Yell	7509030	Western Yell Co. Elem		X			A		
8	Yell	Western Yell	7509033	Western Yell Co. HS		X				C	
3	Craighead	Westside	1602000		X						
3	Craighead	Westside	1602055	Westside HS		X			A		
3	Craighead	Westside	1602056	Westside Elem		X			A		
3	Craighead	Westside	1602058	Westside MS		X				C	
7	Johnson	Westside	3606000		X					C	
7	Johnson	Westside	3606025	Westside Elementary		X				C	

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
7	Johnson	Westside	3606026	Westside High		X			A		
4	White	White Co. Central	7304000		X						
4	White	White Co. Central	7304018	White Co Central Elem		X			A		
4	White	White Co. Central	7304019	White Co Central HS		X					P
5	Jefferson	White Hall	3510000		X						
5	Jefferson	White Hall	3510076	White Hall HS		X			A		
5	Jefferson	White Hall	3510078	Hardin Elem Sch		X			A		
5	Jefferson	White Hall	3510079	Moody Elem Sch		X			A		
5	Jefferson	White Hall	3510080	Taylor Elem Sch		X			A		
5	Jefferson	White Hall	3510081	White Hall MS		X			A		
5	Jefferson	White Hall	3510084	Gandy Elem Sch		X			A		
8	Conway	Wonderview	1505000		X						
8	Conway	Wonderview	1505025	Wonderview Elem Sch		X			A		
8	Conway	Wonderview	1505026	Wonderview HS		X			A		
5	Cleveland	Woodlawn	1304000		X						
5	Cleveland	Woodlawn	1304014	Woodlawn Elem		X			A		
5	Cleveland	Woodlawn	1304015	Woodlawn HS		X			A		
4	Cross	Wynne	1905000		X						
4	Cross	Wynne	1905014	Wynne Primary		X			A		
4	Cross	Wynne	1905015	Wynne Intermediate		X			A		
4	Cross	Wynne	1905016	Wynne Jr. High		X			A		
4	Cross	Wynne	1905017	Wynne High		X			A		
2	Marion	Yellville-Summit	4502000		X						
2	Marion	Yellville-Summit	4502005	Yellville-Summit Elem Sch		X			A		
2	Marion	Yellville-Summit	4502006	Yellville-Summit HS		X			A		
2	Marion	Yellville-Summit	4502007	Yellville-Summit MS		X			A		
1323				**Totals**	**239**	**1013**	**18**	**53**	**781**	**268**	**27**
		257 Districts		1066 schools							
	A	ACCREDITED	781								
	C	CITED	268								
	P	PROBATIONARY	26								
	P2	PROB YR TWO	1								
	PA	Program Approval	8								
		TOTAL	1084								

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
	Area	**Specialists**	**Area #**								
	Timothy	Barnes	7								
	John	Calaway	9								
	Roy	Causbie	3								
	Derryl	Evans	10								
	Shade	Gilbert	8								
	Randall	Lawrence	1								
	Tammy	Long	6								
	Brandon	Morrison	5								
	Mari Beth	Nokes	4								
	David	Tumlison	2								

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation

Ashdown School District

OFFICE OF THE SUPERINTENDENT
511 NORTH SECOND STREET
ASHDOWN, ARKANSAS 71822
870-898-3208
FAX 870-898-3709

June 2, 2015

Dear Commissioner Johnny Key,

My name is Jason Sanders and I am the Superintendent of the Ashdown School District. I am writing this letter to notify you that I have cancelled the remaining four snow make up days for this year. I am requesting that due to the historical flooding issues here in Little River County that we not be required to make those days up. As I am writing you this letter, officials are predicting that it may take thirty days or longer to be able to open roads and return to normal. Below are some of my reasons for this decision.

- Our county has been labeled a disaster area by Little River Judge Mike Cranford and Arkansas Governor Asa Hutchinson. The state labeled us a disaster area on May 8th, 2015. FEMA is in the area to see if President Obama will label it a federal disaster.

- On June 1, I attended an emergency preparedness meeting. Present at this meeting were representatives of Little River County, Arkansas Highway and Transportation Department, Army Corps of Engineers, Arkansas Game and Fish Commission, Local and State Police, Little River Hospital, Air Life/Air Evac, Office of Emergency Services, and political representatives. All of the constituents echoed the seriousness and historical nature of this flooding and the unknown of how long we will be in this situation.

- Local and area emergency room volumes have increased. The local ambulance service has been loaned a 3rd truck because of the longer drive times from Little River County to Texarkana Hospitals. Because of the travel times to Texarkana, evacuation helicopters are covering the area for serious injuries or conditions.

- This flooding is predicting to be the worst flooding situation in Little River County since 1939.

- Little River county currently has 21 roads closed.

Ashdown School District

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ASHDOWN, ARKANSAS 71822
870-898-3208
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- Highway 8/41 is CLOSED with **Major** flooding.

- Highway 71 is CLOSED with **Major** flooding. This route is how many of our staff travel to school.

- Fulton bridge is currently open. The river in this area is going to rise from 27 feet to crest over 32 feet by Wednesday June 3rd. This area is predicted to have **Moderate to Major** Flooding. Arkansas Department of Transportation spokesman Danny Straessle stated "we're waiting to see what happens in the Fulton area. Some of the low lying areas of US 67 have started to flood". He also commented safety concerns of this route. This route is currently not a recommended detour route by AHTD. It is a small winding road with a 2.5 hour round trip to Texarkana. There have been several large trucks get stuck under a small overpass on this route. I have been informed by State Police of safety issues on this route due to people pulling over on the small shoulders to take pictures and look. This route has been at times backed up to I-30 Interstate.

- The Arkansas Highway and Transportation Department has recommended that detour routes from Texarkana to Ashdown go through Hope. This route is 4 hours round trip. Currently there are 90,000 vehicles daily traveling this corridor daily.

- Ashdown Schools has 30 teachers that commute in from the Texarkana area. This is almost 1/3 of our teaching staff. We also have support staff from Texarkana such as nurses, janitors, and bus drivers.

- Forecasters do not know how long this will last. I have been told it may take 30 days or longer. If we get more rain it could get worse.

- Ashdown schools has 3 bus routes significantly affected. The south and east portions of the school district have been devastated by flooding.

Ashdown School District

OFFICE OF THE SUPERINTENDENT
511 NORTH SECOND STREET
ASHDOWN, ARKANSAS 71822
870-898-3208
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- We have a school teacher whose son is still missing due to the flooding. We have had several staff members assist in the search for this young man.

- Many of our school clubs, teams, and organizations have assisted the community with sandbagging houses for people in the community. The County Judge made a emergency request to me during the last weekend in May for me to find school groups to assist in bagging sand. The county needed all of the help it could get.

- The Red Cross is setting up an emergency site in our area.

I understand there is a policy that if a school misses 10 or more days that the State Board may give the school a waiver to not have to make up these days. Mr. Mike Hernandez has stated to me that there is really nothing in the policy that affects our situation. I feel that this is a once in a lifetime type event for our school. I am asking that you look at this as an emergency situation that is unique and unusual. I feel that I had no other choice but to cancel our remaining four days. Due to my safety concerns, I could not be comfortable requiring over 35 employees to drive 4 hours round trip through Hope with 90,000 drivers on that route. With the above mentioned loss in staff, I do not feel that we would have an effective school day. Finally, I do not know how long we will be in this situation.

We will honor any decision that the state board makes on this situation. I am concerned about the possibility of having to make these days up later in the summer due to staff and student vacations and summer obligations. I have been told by Mr. Hernandez that you would support my decision to cancel the remaining four days and that you will recommend to the board at the June 11 State Board meeting that we not be required to make up these four snow days. I thank you for your attention and consideration on this matter.

Sincerely,

Jason N. Sanders
Superintendent

Hearing Letter

Covenant Keepers College
Preparatory Charter School
Little Rock, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

Johnny Key
Commissioner

State Board of Education

Sam Ledbetter
Little Rock
Chair

Toyce Newton
Crossett
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

An Equal Opportunity Employer

May 15, 2015

Dr. Valerie Tatum
Covenant Keepers College Preparatory Charter School
5615 Geyer Springs Road
Little Rock, AR 72209

RE: Notice of State Board of Education Review Hearing-June 11, 2015

Dear Dr. Tatum:

On April 15, 2015, the Charter Authorizing Panel met and made the decision to take no action after reviewing the processes and procedures that Covenant Keepers College Preparatory Charter School is employing to improve its academic standing. On May 14, 2015 the State Board of Education (State Board) voted to review the decision made by the Charter Authorizing Panel at its regularly scheduled meeting on **Thursday, June 11, 2015**. The meeting will begin at **10:00 a.m. in the Pulaski County Special School District Board Room, 925 E. Dixon Road, Little Rock**.

The State Board will conduct a full hearing to consider the possibility of acting on the Covenant Keepers open-enrollment charter pursuant to Ark. Code Ann. § 6-23-105. The possible actions allowed by the statute include the State Board placing the school on probation, modifying the open-enrollment charter, and revoking the charter. The reasons for this potential action by the State Board are an alleged failure to meet academic or fiscal performance criteria deemed appropriate and relevant for the public charter school by the authorizer. The facts underlying these allegations are the school's classification as in academic distress during the July 10, 2014 State Board of Education meeting based upon a three-year (2011-2013) proficiency of 46.965% in math and literacy and the school's classification as in academic distress again during the February 12, 2015 State Board of Education meeting based upon 2012-2014 proficiency of 46.640% in math and literacy.

The hearing procedures can be found in Section 6.24 of the ADE Rules Governing Public Charter Schools.

You should be prepared to discuss the entire review packet and answer any questions the State Board may have. Any modifications to the review packet that were made orally before the Charter Authorizing Panel may not be considered part of the review packet before the State Board. If you need to make any of these same or other modifications, you should address the modifications either in your written materials provided to the State Board or in your presentation to the State Board. You should attend the hearing and bring any personnel and documentation necessary to address any questions the State Board of Education may have.

The State Board will be provided copies of the entire packet that was presented to the Charter Authorizing Panel. If you have additional written information to present to the State Board, you must provide that written information to the Charter Office, ade.charterschools@arkansas.gov by 10:00 a.m. on May 21, 2015.

For your information and reference, the transcripts from the Charter Authorizing Panel meetings are available at:

http://www.arkansased.org/about-ade/charter-authorizing-panel/minutes/archive/2015

If you wish to present an electronic presentation to the State Board, please provide an electronic copy of the presentation to the Charter Office, ade.charterschools@arkansas.gov, by 4:30 p.m. on Friday, June 5, 2015.

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at cindy.hogue@arkansas.gov.

Sincerely,

Cindy Hogue

Cindy Hogue, Director
Office of Educational Options

CC: Mr. Baker Kurrus, Superintendent, Little Rock School District

Data Provided
by
ADE

Covenant Keepers College
Preparatory Charter School
Little Rock, Arkansas

COVENANT KEEPERS COLLEGE PREPARATORY CHARTER SCHOOL

CURRENT DATA

		2014-2015 Enrollment by Race (October)	
Approved Grade Levels	6-8	TOTAL	157
		Black	89
Maximum Enrollment	380	Hispanic	68

Enrollment by Resident District 2014-2015, Cycle 6, April 15, 2015	
Little Rock School District	155
North Little Rock School District	17
Pulaski County Special School District	9

	Average Daily Attendance			
	Q1	Q2	Q3	Q4
2014-2015	127.53	139.82	158.21	
2013-2014	135.64	178.91	180.85	172.5

BACKGROUND

Authorized	January 15, 2008
Grade levels	6-12
Maximum Enrollment	380
Length of Contract	Five Years

Amendment Request Considered and APPROVED — April 21, 2008
- To lease a school facility in the same vicinity at much lower cost

Appearance before the Board — June 11, 2012
- Addressed 2010-2011 audit findings
- The Board placed the charter on a one-year probation and required regular reports on finances and management

Appearance before the Board — September 10, 2012
- Charter reported on finances and management

Appearance before the Board — January 14, 2013
- Charter reported on finances and management

Renewal Request — April 8, 2013
- Charter renewed for three years
- Amendment approved to reduce the grades served for 6-12 to 6-8
- Amendment approved to relocate the charter

Designated a 2013 Academic Distress School — July 10, 2014

Designated a 2014 Academic Distress School — February 12, 2015

COVENANT KEEPERS COLLEGE PREPARATORY CHARTER SCHOOL
2013-2014

DISCIPLINARY ACTIONS		DISCIPLINARY INFRACTIONS	
In-School Suspension	7	Drugs	2
Out-of-School Suspension Non-Injury	85	Alcohol	0
		Tobacco	0
Out-of-School Suspension Injury	0	Truancy	2
		Student Assault	6
Expelled	0	Staff Assault	3
Expelled for Weapons	0	Knife	0
Corporal Punishment	0	Handgun	0
Other	24	Rifle	0
No Action	20	Shotgun	0
Alternative Learning Environment Full Year	0	Club	0
		Gangs	0
Alternative Learning Environment Less Than a Year	0	Vandalism	1
		Insubordination	27
Expelled for Drugs	0	Disorderly Conduct	63
Expelled for Dangerousness Non-Injury	0	Explosive	0
		Other	0
Expelled for Dangerousness Injury	0	Bullying	2
		Fighting	21

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	COVENANTKEEPERS CHARTER SCHOOL	Superintendent:	VALERIE TATUM
School:	**COVENANT KEEPERS CHARTER**	Principal:	KASEY PORCHIA
LEA:	6044702	Grades:	06 - 08
Address:	8300 GEYER SPRINGS ROAD	Enrollment:	154
	LITTLE ROCK, AR 72209	Attendance Rate:	95.05% (3 QTR AVG)
Phone:	501-682-7550	Poverty Rate:	81.82%

Needs Improvement Priority School Met Year 1 Exit Criteria

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	146	YES	160	YES
Targeted Achievement Gap Group	120	YES	132	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	100	YES	110	YES
Hispanic	44	YES	47	YES
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	119	YES	131	YES
English Learners	41	YES	44	YES
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	121	63.64	59.73	109	68.81	66.75
Targeted Achievement Gap Group	99	63.64	60.71	90	68.89	68.03
	Three Year Performance			Three Year Growth		
All Students	351	56.13	59.73	320	63.75	66.75
Targeted Achievement Gap Group	291	56.01	60.71	264	63.26	68.03
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	82	59.76	54.87	71	66.20	60.71
Hispanic	38	71.05	66.46	37	72.97	75.87
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	98	63.27	60.86	89	68.54	68.36
English Learners	37	72.97	60.14	36	75.00	72.11
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	135	38.52	37.64	109	36.70	36.19
Targeted Achievement Gap Group	111	37.84	37.99	90	37.78	36.04
	Three Year Performance			Three Year Growth		
All Students	411	34.55	37.64	322	32.92	36.19
Targeted Achievement Gap Group	333	33.33	37.99	266	31.95	36.04
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	92	33.70	34.71	71	28.17	34.52
Hispanic	41	51.22	42.71	37	54.05	39.69
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	110	38.18	38.58	89	38.20	36.70
English Learners	40	52.50	25.96	36	55.56	28.26
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	COVENANTKEEPERS CHARTER SCHOOL	Superintendent:	VALERIE TATUM
School:	**COVENANT KEEPERS HIGH**	Principal:	KASEY PORCHIA
LEA:	6044703	Grades:	09 - 12
Address:	8300 GEYER SPRINGS RD	Enrollment:	84
	LITTLE ROCK, AR 72209	Attendance Rate:	94.51% (3 QTR AVG)
Phone:	501-682-7550	Poverty Rate:	77.38%

Needs Improvement School

Needs Improvement School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	12	NO(92%)	52	NO(89%)
Targeted Achievement Gap Group	n < 10	n < 10	45	NO(87%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	11	NO(91%)	39	NO(87%)
Hispanic	n < 10	n < 10	12	NO(92%)
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	42	NO(86%)
English Learners	n < 10	n < 10	12	NO(92%)
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Literacy Status: Not Applicable						
Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	11	18.18	59.26	39	17.95	21.91
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	33	18.18	24.27
	Three Year Literacy			Three Year Math		
All Students	11	18.18	59.26	83	19.28	21.91
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	67	19.40	24.27
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	10	20.00	54.17	29	17.24	17.06
Hispanic	n < 10	n < 10	n < 10	10	20.00	38.89
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	n < 10	31	19.35	24.27
English Learners	n < 10	n < 10	n < 10	10	20.00	38.89
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

District:COVENANTKEEPERS CHARTER SCHOOL
School:COVENANTKEEPERS CHARTER SCHOOL
LEA:6044700
Address:8300 GEYER SPRINGS
LITTLE ROCK, AR 72209
Phone:501-682-7550

Superintendent:VALERIE TATUM
Principal:
Grades:6-12
Enrollment:223
Attendance (3 QTR AVG):96.13
Poverty Rate:80.72

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	NEEDS IMPROVEMENT				
	LITERACY			MATHEMATICS	
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	137	139	98.56	180	198	90.91
Targeted Achievement Gap Group	128	130	98.46	168	182	92.31
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	84	84	100.00	110	118	93.22
Hispanic	52	54	96.30	69	78	88.46
White						
Economically Disadvantaged	127	129	98.45	167	180	92.78
English Language Learners	43	43	100.00	58	63	92.06
Students with Disabilities	10	10	100.00	11	11	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	61	115	53.04	62.97	91.00	42	71	59.15	69.78	93.00
Targeted Achievement Gap Group	55	109	50.46	64.28	91.00	39	68	57.35	70.93	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	200	355	56.34	62.97	91.00	182	282	64.54	69.78	93.00
Targeted Achievement Gap Group	171	306	55.88	64.28	91.00	157	244	64.34	70.93	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	38	72	52.78	58.33		27	45	60.00	64.28	
Hispanic	23	43	53.49	69.51		15	26	57.69	78.07	
White				100.00					100.00	
Economically Disadvantaged	55	108	50.93	64.42		39	68	57.35	71.23	
English Language Learners	23	41	56.10	63.77		15	26	57.69	74.64	
Students with Disabilities	1	10	10.00	16.67					16.67	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	54	149	36.24	40.40	92.00	25	71	35.21	41.99	81.00
Targeted Achievement Gap Group	50	141	35.46	41.14	92.00	23	68	33.82	41.86	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	156	474	32.91	40.40	92.00	96	282	34.04	41.99	81.00
Targeted Achievement Gap Group	135	411	32.85	41.14	92.00	83	244	34.02	41.86	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	27	92	29.35	36.63		12	45	26.67	40.48	
Hispanic	26	59	44.07	47.53		13	26	50.00	45.18	
White				16.67					16.67	
Economically Disadvantaged	50	140	35.71	41.53		23	68	33.82	42.46	
English Language Learners	25	54	46.30	33.91		13	26	50.00	34.78	
Students with Disabilities	0	10	0.00	16.67					16.67	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

District: COVENANTKEEPERS CHARTER SCHOO **Superintendent:** VALERIE TATUM
LEA: 6044700 **Enrollment:** 192
Address: 5615 GEYER SPRINGS **Attendance:** 96.71
Address: LITTLE ROCK, AR 72209 **Poverty Rate:** 90.10
Phone: 501-682-7550

Report created on: 10/29/2014

% Prof/Adv.

2014 Math + Literacy 43.1
2013 Math + Literacy 43.6
2012 Math + Literacy 45.1

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	178	186	95.70	192	200	96.00
Targeted Achievement Gap Group	165	171	96.49	179	185	96.76
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	116	121	95.87	123	128	96.09
Hispanic	57	60	95.00	64	67	95.52
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	161	167	96.41	175	181	96.69
English Language Learners	33	35	94.29	34	36	94.44
Students with Disabilities	23	23	100.00	23	23	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	61	133	45.86	66.67	91.00	54	110	49.09	72.80	93.00
Targeted Achievement Gap Group	56	127	44.09	67.86	91.00	49	104	47.12	73.84	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	201	380	52.89	66.67	91.00	171	290	58.97	72.80	93.00
Targeted Achievement Gap Group	175	342	51.17	67.86	91.00	150	262	57.25	73.84	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	27	80	33.75	62.50		26	65	40.00	67.86	
Hispanic	33	50	66.00	72.56		27	42	64.29	80.26	
White	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Economically Disadvantaged	56	123	45.53	67.98		49	100	49.00	74.11	
English Language Learners	12	29	41.38	67.39		12	24	50.00	77.18	
Students with Disabilities	1	17	5.88	25.00		1	14	7.14	25.00	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	60	148	40.54	46.36	92.00	58	127	45.67	47.79	81.00
Targeted Achievement Gap Group	57	142	40.14	47.03	92.00	56	121	46.28	47.67	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	173	471	36.73	46.36	92.00	123	307	40.07	47.79	81.00
Targeted Achievement Gap Group	155	427	36.30	47.03	92.00	113	279	40.50	47.67	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	28	87	32.18	42.97		24	73	32.88	46.43	
Hispanic	31	58	53.45	52.78		33	51	64.71	50.66	
White	n < 10	n < 10	n < 10	25.00		n < 10	n < 10	n < 10	25.00	
Economically Disadvantaged	57	138	41.30	47.38		56	117	47.86	48.21	
English Language Learners	8	30	26.67	40.52		13	29	44.83	41.31	
Students with Disabilities	2	17	11.76	25.00		5	16	31.25	25.00	

Covenant Keepers - Districts with Similar Demographic Data

2013-2014 School Year

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/ Reduced	Grade Low	Grade High	Literacy	Lit EconDis	Math	Math EconDis
5604000	MARKED TREE SCHOOL DISTRICT	5604018	MARKED TREE MIDDLE SCHOOL	126	102	80.95%	06	08	71.43%	68.37%	61.34%	56.12%
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702012	BLYTHEVILLE MIDDLE SCHOOL	525	438	83.43%	06	08	47.14%	44.71%	38.78%	36.19%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001007	DUNBAR MAGNET MIDDLE SCHOOL	669	569	85.05%	06	08	66.46%	63.42%	54.93%	49.19%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001009	FOREST HEIGHTS MIDDLE SCHOOL	580	494	85.17%	06	08	47.33%	44.14%	41.86%	39.33%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	727	649	89.27%	06	08	45.72%	44.56%	41.25%	40.03%
6044700	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	192	173	90.10%	06	08	45.86%	45.53%	40.54%	41.30%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001062	MABELVALE MIDDLE SCHOOL	649	588	90.60%	06	08	53.15%	52.01%	50.32%	48.29%
6002000	N. LITTLE ROCK SCHOOL DISTRICT	6002081	RIDGEROAD MIDDLE SCHOOL	638	588	92.16%	06	08	54.62%	53.61%	45.82%	43.77%

2012-2013 School Year

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/ Reduced	Grade Low	Grade High	Literacy	Lit EconDis	Math	Math EconDis
6001000	LITTLE ROCK SCHOOL DISTRICT	6001062	MABELVALE MIDDLE SCHOOL	652	546	83.74%	06	08	53.95%	51.42%	47.91%	45.54%
7207000	SPRINGDALE SCHOOL DISTRICT	7207054	J. O. KELLY MIDDLE SCHOOL	657	558	84.93%	06	07	76.00%	73.44%	81.30%	80.04%
3505000	PINE BLUFF SCHOOL DISTRICT	3505041	SOUTHEAST MIDDLE SCHOOL	389	332	85.35%	06	07	54.81%	51.85%	57.75%	54.01%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001009	FOREST HEIGHTS MIDDLE SCHOOL	523	447	85.47%	06	08	51.22%	47.83%	43.71%	39.60%
5440700	KIPP DELTA PUBLIC SCHOOLS	5440702	KIPP:DELTA COLLEGE PREP SCHOOL	320	277	86.56%	05	08	80.07%	78.24%	68.67%	66.30%
6044700	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	124	108	87.10%	06	08	55.21%	53.76%	39.64%	39.62%
3505000	PINE BLUFF SCHOOL DISTRICT	3505025	BELAIR MIDDLE SCHOOL	298	266	89.26%	06	07	45.55%	43.36%	41.28%	38.67%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	708	634	89.55%	06	08	47.17%	45.30%	36.83%	35.54%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001702	CLOVERDALE AEROSPACE TECH CHA	704	634	90.06%	06	08	46.23%	45.39%	35.70%	34.82%
6002000	N. LITTLE ROCK SCHOOL DISTRICT	6002081	RIDGEROAD MIDDLE SCHOOL	693	631	91.05%	05	08	53.85%	52.02%	56.80%	53.83%
3502000	DOLLARWAY SCHOOL DISTRICT	3502009	ROBERT F MOREHEAD MIDDLE SCHO	308	284	92.21%	06	08	59.17%	57.63%	52.83%	51.04%

2011-2012 School Year

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/ Reduced	Grade Low	Grade High	Literacy	Lit EconDis	Math	Math EconDis
7207000	SPRINGDALE SCHOOL DISTRICT	7207054	J. O. KELLY MIDDLE SCHOOL	1,062	849	79.94%	06	07	75.39%	71.76%	78.27%	75.61%
0803000	GREEN FOREST SCHOOL DISTRICT	0803013	GREEN FOREST INTERMED SCHOOL	469	377	80.38%	04	08	86.65%	84.36%	83.80%	82.93%
5604000	MARKED TREE SCHOOL DISTRICT	5604018	MARKED TREE MIDDLE SCHOOL	167	135	80.84%	06	08	75.51%	70.59%	72.11%	68.91%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001007	DUNBAR MAGNET MIDDLE SCHOOL	814	659	80.96%	06	08	73.65%	70.10%	59.54%	52.38%
2603000	HOT SPRINGS SCHOOL DISTRICT	2603020	HOT SPRINGS MIDDLE SCHOOL	501	409	81.64%	07	08	71.08%	67.35%	70.71%	65.36%
6044700	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	154	126	81.82%	06	08	63.64%	63.27%	38.52%	38.18%
5605000	TRUMANN SCHOOL DISTRICT	5605024	TRUMANN INTERMEDIATE SCHOOL7-	225	185	82.22%	07	08	73.79%	69.64%	76.89%	70.65%
3306000	IZARD COUNTY CONSOLIDATED SCHOOL	3306016	IZARD COUNTY CONS MIDDLE SCH	152	126	82.89%	05	08	76.60%	74.36%	59.57%	56.41%
2903000	HOPE SCHOOL DISTRICT	2903011	YERGER JUNIOR HIGH SCHOOL	395	329	83.29%	07	08	66.20%	64.26%	62.73%	58.79%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001009	FOREST HEIGHTS MIDDLE SCHOOL	592	495	83.61%	06	08	55.87%	53.55%	54.16%	51.94%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001062	MABELVALE MIDDLE SCHOOL	713	620	86.96%	06	08	59.90%	57.70%	53.55%	52.69%

Documents Provided by Covenant Keepers for May 14, 2015 SBE Meeting

Covenant Keepers College
Preparatory Charter School
Little Rock, Arkansas

TO: Valerie Tatum, Director, Covenant Keepers Charter School

FROM: Charlotte Earwood, Rick Myrick, and Dr. Robert Toney, ADE School Improvement Specialists

Through: Richard W Wilde, ADE School Improvement Unit Program Manager

RE: Review of Academic Distress Review Team Recommendations and Progress

Introduction

A three-member team from the School Improvement Unit of Arkansas Department of Education (ADE) conducted an onsite review at Covenant Keepers Public Charter School on March 6, 2015, at the request of the school's director and school improvement specialist. The purpose of the review was to determine the school's progress toward effective implementation of recommendations provided by ADE following an Academic Distress Review Team visit in the fall of 2014.

Background

Covenant Keepers is a public charter school serving approximately 180 students in southwest Little Rock. Most of these students receive free or reduced meals and/or are identified in at least one additional ESEA Targeted Achievement Gap Group. Under Arkansas's ESEA Flexibility Waiver, Covenant Keepers has been identified as a Priority School for the past three years. Under recently-revised state criteria, the school was additionally identified as Academically Distressed. Teacher turnover is a challenge for the school. The school has downsized from grades 6 – 12 to grades 6 – 8, and this year the director also serves as the school principal. A new external provider was contracted to provide turnaround support for the 2014-2015 school year. A different school improvement specialist was assigned to Covenant Keepers in December of 2014.

School leadership worked in collaboration with external providers during the summer of 2014 to develop a school improvement plan for implementation during the 2014-2015 school year. Later in the summer, Covenant Keepers elected to participate in the state's ACSIP Pilot Project, which required participating schools to focus on specific school improvement indicators that may or may not have been addressed in the original ACSIP document. Given the time and effort put into planning, then developing capacity for effectively implementing initial and Pilot school improvement efforts, some members of the school community were reluctant to embrace recommendations provided by ADE. Working with external providers, school leadership prioritized implementation of efforts previously identified for school improvement while seeking to understand and integrate ADE recommendations into their overall efforts.

ADE Recommendations

1. District and building leadership should realign and clearly define the roles for the leadership team.
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.
3. The leadership team should establish yearly learning goals utilizing student learning data, and then monitor and evaluate school-level learning data at a minimum of twice per month to drive instruction that leads to increased student achievement.
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.
5. Instructional teams should review the data to identify re-teaching groups with an emphasis in planning for the next unit.

6. District and building leadership should provide professional development needed in order to fully engage the students in pre- and post-unit assessments. Building leadership should then monitor post-assessments to guide support efforts.
7. The leadership team and instructional teams should review the results of unit pre/post-tests to make decisions about 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.)
8. Administration and external providers should establish a means to track progress of implementation of the curriculum, analyze the effectiveness of the curriculum on a quarterly basis based on student growth, and develop a new Priority Improvement Plan or long term plan.
9. The school leadership and instructional teams should establish a focus and support plan to differentiate instruction that is specific to students with disabilities (SWD), English learners (EL) and African American students, given the minimal success that has been made with these ESEA sub-groups.
10. Meet monthly to review the progress of the school related to 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 and African American populations.

Process

Members of the Academic Distress Progress Review Team reviewed documents related to the school's improvement efforts prior to the onsite visit. Team members interviewed members of the leadership team and reviewed additional evidence of the school's work to document progress toward effective implementation of ADE recommendations.

Site Review Conclusions

The Academic Distress Progress Review Team identified the following three clear and concise conclusions regarding the school's progress toward effective implementation of the recommendations provided by ADE:

1. During the third quarter, the school leadership team began integrating ADE recommendations into the previously-developed improvement plan and has fully implemented the first recommendation. The roles of the leadership team members have been clearly defined and documented in written form.
2. The school leadership team has demonstrated substantial effort to implement additional recommendations. While these efforts need meaningful refinement, initial work has begun to develop unit pre- and post-tests, to routinely review data to determine progress toward school improvement, to identify students who are not acquiring mastery of curriculum standards, and to review ACSIP action steps each month.
3. In order to build a more collegial relationship, school leadership and members of the ADE School Improvement Unit assigned to provide technical assistance to the school should collaboratively determine and document in writing expectations and timelines for completing tasks and submitting reports.

45-Day Action Plan for Schools in Academic Distress			
District: **Covenant Keepers Charter School**	School: **Covenant Keepers Charter School**	Principal: **Dr. Valerie Tatum**	District SIS or External Provider: **APSRC**
ADE Assigned SIS: **Chante'le' Williams**			

Recommendation:

1. **District and building leadership should realign and clearly define the roles for the leadership team.**

Description of full implementation of the recommendation: All roles of the leadership team are clarified. Our district's policy specifies the team structure for the school. The district policy (approved by the local board) includes a description of the teams' purposes and how they are constituted. The leadership team has a specific purpose and scheduled time to meet. (Wise Ways 36).

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective ***[For ADE Personnel]***
Obj. 1 **District and building leadership should realign and clearly define the roles for the leadership team.**	6/30/ 13	6/30/15	1a. In 2013, Covenant Keepers removed their principal to restructure the leadership team. 1b. At the beginning of the 2014-2015 school year, the leadership team clarified the roles for each member of the leadership team: The Director (Dr. Valerie Tatum) now fulfills the role of instructional leader Responsibilities: -classroom walkthroughs using the Classroom Reflective Form -Analyzing the data from	1. May 2013 2. July 2014-ongoing	1. Dr. Tatum 2. Dr. Tatum	Obj. 1 ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented

			classroom walkthroughs -One-to-one meetings with teachers at least twice a semester -Oversight of the leadership team as a whole Data Coordinator (Jenna Jones) Responsibilities: -NWEA test coordinator -NWEA data analysis and organization -Producing and maintaining the data wall -Holds data talks in weekly PLC teacher meetings Curriculum/Instruction Coordinator (Laurette Whipps) Responsibilities: -Lead teacher: liaison between the teachers and leadership team -Leads PLC meetings on Wednesdays and Thursdays -Guides and maintains the integrity of our adopted curriculums (Engage New York and Expeditionary Learning) Support Staff Individual/Registrar (Marquita Hill) -Manages financial reports -Manages eSchool -Support staff supervisor			

			Discipline Leader (Champ Watson) -Maintains the integrity the demerit system -Schedules intervention meetings with parents that include the leadership team. -Implements the policies in the student handbook and communicates with the board for revisions Accountability Leader (Lori Clancy) Responsibilities: -recruitment and retention of highly qualified teachers -professional development for teachers and support staff -develop, implement and monitor school-wide policies and programs for both teachers and students. -Standards assurance (HQT status, course compliance, -In the winter of 2015, we created the leadership team role of Student S.O.A.R. Coordinator (Lenard Blocker). S.O.A.R. stands for: -Setting Goals -Organizing -Asking Questions -Reflecting On Results			

			Responsibilities of this position: -mentoring students targeted through Life Strategies Services -Daily mentoring to encourage positive leadership skills in students -Transitions all new students through the S.O.A.R. program for 2-4 weeks -Conducts at-home visits as needed 1c. As a leadership team, we completed a book study of Jim Collins' Good To Great with two external provider leadership coaches. These coaches met weekly with the leadership team throughout the duration of the book study. Good To Great allowed the leadership team to self-evaluate and align our leadership model with other exemplary leadership teams.	3. 8/1/14-11/20/14	3. External Provider Leadership Coaches (APSRC)	
Narrative/Description of Progress on Recommendation ***[For ADE SIS to complete]***:						

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.

Description of full implementation of the recommendation:

The leadership team operates with work plans and clear expectations for the work products they are to produce. These plans and expectations are recorded by a designated note-taker and are communicated during leadership team meetings. The leadership team monitors work products as they are completed and are adjusted as necessary (Wise Ways 38). Agendas are emailed to all meeting participants before the meeting and minutes are kept by the designated note-taker and distributed to all meeting participants within 24 hours of the meeting (Wise Ways 40).

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective ***[For ADE Personnel]***
<u>Obj. 1</u> <u>Obj. 2</u>						<u>Obj. 1</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented <u>Obj. 2</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented

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

Recommendation:

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

Description of full implementation of the recommendation: The leadership team meets after NWEA MAP summer testing to establish learning goals for the year based on student scores in reading, math, and language. As teachers conduct common weekly formative assessments based on Common Core standards, the leadership team disaggregates the data. The results of the data are used to drive instruction to lead to increased student achievement (Wise Ways 45).

Objective(s) Only 1 Required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective ***[For ADE Personnel]***
<u>Obj. 1</u> <u>Obj. 2</u>						<u>Obj. 1</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented <u>Obj. 2</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented

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

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.

Description of full implementation of the recommendation: Instructional Teams develop standards-aligned units of instruction aligned with Common Core standards (Wise Ways 88). Instructional Teams systematically develop and administer formative assessments at the beginning and end of lessons and units. Teachers use the data to differentiate instruction to meet the needs of all students (Wise Ways 91).

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective ***[For ADE Personnel]***
<u>Obj. 1</u> <u>Obj. 2</u>						<u>Obj. 1</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented <u>Obj. 2</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented

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

Recommendation:

5. Instructional Teams should review that data to identify re-teaching groups/with an emphasis in planning for the next unit.

Description of full implementation of the recommendation:

All teachers develop unit plans in their Instructional Teams during PLC meetings. Teachers create ongoing, formative assessments and use the data from the assessments to adjust the curriculum and instructional plans. They use the data to identify students who need extra help or are surging ahead and need enhanced assignments. (Wise Ways 109).

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective ***[For ADE Personnel]***
<u>Obj. 1</u> <u>Obj. 2</u>						<u>Obj. 1</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented <u>Obj. 2</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented

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

Recommendation:

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

Description of full implementation of the recommendation: The leadership team provides teachers with professional learning that increases educator effectiveness and results for all students, ensuring that teachers use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. (Wise Ways 3974). The leadership team monitors student post-test data and recommends professional development based on student test results.

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective ***[For ADE Personnel]***
<u>Obj. 1</u> <u>Obj. 2</u>						<u>Obj. 1</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented <u>Obj. 2</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented

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

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.)

Description of full implementation of the recommendation: All teachers develop unit plans in their Instructional Teams during PLC meetings. Teachers create ongoing, formative assessments and use the data from the assessments to adjust the curriculum and instructional plans. They use the data to identify students who need extra help or are surging ahead and need enhanced assignments. (Wise Ways 109).

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective ***[For ADE Personnel]***
Obj. 1 **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.)**	10/1/14	6/30/16	7a. The leadership team will provide teachers with ongoing professional development in data-driven instruction. (began June 1, 2014). 7b. The instructional teams adopted Engage New York as our math curriculum for all math instruction and Expeditionary Learning for all ELA instruction. (adopted May 1, 2014). 7c. The leadership team and instructional team established Wednesday and Thursday as non-negotiable PLC meeting times dedicated to weekly common formative assessment data analysis and action planning. Meetings are held after school. 7d. English teachers will provide teachers of other content areas	1a. 6/1/2014-6/30/2015 1b. 5/1/2014 1c. 10/8/2014-ongoing 1d. 10/8/2014-	1a. Lori Clancy 1b. Laurette Whipps 1c. Laurette Whipps and Jenna Jones 1d. Laurette Whipps/	Obj. 1 ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented

			with ELA focus standards for each unit and will inform their colleagues of which ELA standards to support in their lesson planning for the week according to specific needs based on data from weekly common formative assessments, which students participate in on Monday. 7e. Teachers attend non-negotiable PLC meetings on Wednesdays for the purpose of analyzing classroom common formative assessment data based on ELA focus standards. During this meeting, teachers discuss data from each class, "red-flagging" students who have scored emerging or are not making progress. 7f. Teachers attend non-negotiable PLC meetings on Thursdays for the purpose of adjusting instruction within units based on this week's common formative assessment data. Individualized interventions will be identified and shared with instructional teams and Plus Time teachers during this meeting. 7g. After each quarterly NWEA	ongoing 1e. 10/8/2014-ongoing 1f. 10/8/2014-ongoing 1g. 2/11/15-	Kevin Bryant/ Christopher Johnson 1e. Laurette Whipps/ Jenna Jones 1f. Laurette Whipps/ Jenna Jones 1g. Lori	

			test session, the leadership team and the instructional teams will determine individual computer-based interventions/enrichment based on student data from the most current NWEA test data.	ongoing	Clancy/John Scroggins	
			7h. All students will receive computer-based interventions/enrichment based on specific needs as determined by common weekly formative assessments and NWEA MAP test scores. These programs include: -Reading Plus (beginner-12th grade level) -IStation (ELA support for 6th grade level and below) -Khan Academy (for math intervention or for students who are surging ahead or in need of advanced assignments) -Rosetta Stone (for ELL students learning English as a second language)	1h. 2/11/15-ongoing	1h. John Scroggins	
			7I. Students are placed in Plus Time intervention groups based on quarterly NWEA MAP testing data, or based on survey MAP results when students enroll between two quarterly sessions.	1I. 7/30/14-ongoing	1I. Lori Clancy	
			7J. Members from the leadership	1J.	1J. Lori	

			team and from the instructional teams will work together to align grade-level instruction in literacy and math.	10/1/14-6/1/15	Clancy	
Narrative/Description of Progress on Recommendation [***For ADE SIS to complete]***:						

Recommendation:

8. The Building, District Administration, and & External Provider should:

- Ø **Establish a means to track the progress of implementation of the curriculum**
- Ø **Analyze the effectiveness of the curriculum on a quarterly basis based on student growth**
- Ø **Analyze and develop a new Priority Improvement Plan or long term plan**

Description of full implementation of the recommendation: The leadership team has a plan in place to monitor various sources of student learning data to make decisions and recommendations regarding the curriculum. These data sources are reviewed alongside data on prevailing professional practices that impact the outcomes. Quarterly assessment data generated at the school level (using NWEA MAP assessments) provides an on-going perspective of the current reality of student growth/proficiency on academic standards (Wise Ways 105). The leadership team collaborates with their external provider to develop data-driven improvement plans.

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective ***[For ADE Personnel]***
Obj. 1 Obj. 2						Obj. 1 ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented Obj. 2 ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented

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

Recommendation:

9. District Leadership, Building Leadership Team, & Instructional Teams should:

- Ø **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**
- Ø **Meet monthly to review the progress of the school related ACSIP action steps. Revisions to the ACSIP would be appropriate is student level progress data is not reflecting specific and targeted support for improvement in trend data related to math and literacy for SWD, ELL, & African American populations.**

Description of full implementation of the recommendation: The leadership team and instructional teams collaborate together to develop and implement a plan for differentiation specific to our sub-groups (SWD, ELL, and African American students). The leadership team and instructional teams meet monthly to monitor various sources of student learning data (specifically sub-group data) to make decisions and recommendations regarding the evolving improvement plan (Wise Ways 105).

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective ***[For ADE Personnel]***
<u>Obj. 1</u> <u>Obj. 2</u>						<u>Obj. 1</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented <u>Obj. 2</u> ___No evidence of progress ___Documentation of progress ___# & % tasks implemented ___Obj. fully implemented

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

Academic Distress School Progress Report

2014-2015

School: Covenant Keepers Charter School Today's Date: 2/13/15

Part I Recommendation Progress

Directions: Using the template below, describe the school improvement and implementation efforts for your building after receiving the Academic Distress Evaluation and Recommendations.

Academic Distress School Progress Report

2014-2015

School: Covenant Keepers Charter School Today's Date: 2/13/15

RECOMMENDATIONS	STATUS *Fully implemented *Limited development *No progress	WHERE WE ARE NOW	NEXT STEPS	SUPPORT PROVIDED
1. District and building leadership should realign and clearly define the roles for the leadership team.	Fully Implemented	**-removed the principal in 2013- the director (Dr. Valerie Tatum) now fulfills the role of instructional leader** **-data coordinator (Jenna Jones)** **-curriculum/instruction coordinator (Laurette Whipps)** **-support staff individual/registrar (Marquita Hill)** **-discipline leader (Champ Watson)** **-accountability leader, which includes professional development, working closely with the external provider, and standards**	-continue holding weekly leadership team meetings -book study focused on professional learner communities and better supporting our teachers -ensuring each person maintains their roles	ADE- Roxie Browning from July 1 to December 5 Chante'le' Williams- December 16- current APSRC- July 1 until present Barbara Hunter Cox State Representative Bill Gossage Tina Smith Susan Owens- developed the Classroom Walk-Through

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		assurance (Lori Clancy) **-As a leadership team, we completed a book study of Jim Collins' "Good To Great" with State Representative Bill Gossage and former school counselor and curriculum instructional leader Tina Smith of APSRC.**		
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.	(see Where We Are Now for specific status)	**Work plans for the year:** **Indistar Indicators given to us by the state (11 required by all schools and Title I schoolwide) and the 3 indicators recommended by the AD Team** **-Leadership team will assess all 13 indicators by November 1 (fully implemented), and will have plans created for**	-Continue realigning the School Improvement Strategy Plan as necessary to support teacher and student needs -Continue to update the data wall as scores change -Continual to develop plans in Indistar with our SIS (Chante'le' Williams) and our external provider (APSRC). -As students continue to enroll, making sure the demerit system supports the needs of all students, and making appropriate referrals to mental	

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		all by March 1 (limited development). **-Continue meeting with our SIS bi-weekly to monitor our established plans (continual process)** **-Meeting with individual students to discuss their data and work in their student portfolio. (continual process)** **Products produced:** **-Data wall that displays progress toward proficiency (fully implemented and constantly updated)** **-School Improvement Strategy Plan that outlines all elements of our improvement process (limited development, as it is a**	health specialists as needed.	

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		living breathing document) **-Demerit system developed by the discipline leader (fully implemented)** **-Goal sheets developed by the data coordinator for students to reflect on their scores from their quarterly NWEA tests and to set goals for the next assessment.** **-Standards Tracking Tool- developed for teachers to monitor mastery of standards and drive instructional planning.** **Student Led Data Talk Form (and pictures)- We developed this form**		

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		to have individual data conversations with students about their knowledge of proficiency and their quality of work in their classes. **Classroom Responsive Form – supports classroom walk-throughs, helping the leadership team monitor high-yield instructional strategies with fidelity. This form is shared with the teachers to show overall areas of progress and areas of need.**		
3. The Leadership Team should establish yearly learning goals utilizing student learning data;	Fully Implemented	As a school, we set growth goals for each individual student that lead us toward our proficiency goals set in our IMOs. The individual student goals	-Continue teacher data presentations -NWEA test in the spring -Update data wall after NWEA winter test (completed) -Receive data analysis from	

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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.		used are directly from NWEA's research, which are based on nationally-normed scores. Students are expected to meet certain growth benchmarks each time they are assessed. Instead of testing 3 times a year, we now assess students each quarter. This data is analyzed and used to make decisions regarding interventions and class placements. Teachers also use this data to differentiate instruction in their classroom, using the DesCartes Learning Continuum, and the data also alerts the Leadership Team of areas of weakness where teachers need professional development. When students did not meet their growth goals on the first test, parents	Winter NWEA assessment -Continue to ask teachers to differentiate using DesCartes and the latest NWEA data. -Teachers meet with students to set growth goals for spring testing, completing their goal setting worksheet.	

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		were notified and asked to sit through the next testing session to ensure they were taking the test seriously. Teachers give weekly data presentations based on weekly assessments to the leadership team on a rotation to determine progress and to have critical discussions to guide future assessments and instruction. These presentations also help to align assessments to common rubrics based on the Common Core state standards. As the leadership team recognizes errors in teacher data, they give corrective feedback and directives toward improvement.		
4. Instructional	Fully	All teachers give a weekly	-Continue holding PLC meetings	

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teams should review the data to identify re-teaching groups with an emphasis in planning for the next unit.	Implemented	formative assessment on Monday, based on a Common Core State Standard for literacy, regardless of their subject area. The data is collected and analyzed by the teacher, and brought to the PLC meeting on Wednesday. During this meeting, each teacher presents their data to the group. One scheduled teacher will also present more in-depth data trends they have seen in their classes. These presentations are observed by the leadership team. The PLC reconvenes on Thursday to make teaching and re-teaching decisions based on the data presented at Wednesday's meeting. PLCs drive lesson planning	on Wednesday and Thursday's -Continue monitoring data.	

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		and areas of focus for the following week. For example, if a 7th grade English teacher notices that student data is showing weakness is the area of citing textual evidence in informational text (RI.7.1), she/he will recommend other teachers in the school to target this standard in their classes the following week. The standard is then reassessed by multiple teachers, and the data is brought to the PLC on Wednesday for discussion.		
5. Instructional teams should develop a work plan for common units with pre-	Fully Implemented	Every teacher (except for P.E.) currently gives students weekly formative assessments every seven days, not just to monitor,	-Continue analyzing weekly formative assessments -Continue to pull reports from computer-based interventions -Will provide parents with	

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and post-unit assessments so that student progress could be monitored in 7 to 15 day increments.		but to make curricular decisions based on student mastery of Common Core standards. We are also implementing IStation, Reading Plus, and Khan Academy to assess students and monitor progress. The "7 to 15 day increment" recommendation of monitoring has developed past simple compliance and into a complete data monitoring system, which can be referenced above.	feedback on areas of need according to formative assessment data (interim reports, phone calls, parent conferences, etc.) -Provide parents with resources to support instruction at home -Round-Table talks with students who are failing to make academic progress (started in February 2015)	
6. District and building leadership should provide PD needed in order to fully engage the students in pre- and post-unit assessments. Building	Fully Implemented	Susan Owens led the teachers in a book study of Jane Pollock's "Feedback" under the direction of APSRC and the leadership team. The book provided valuable information to teachers on how to create a rich classroom environment where	-Ongoing PD to support formative assessments from Susan Owens (on campus monthly to meeting one on one with teachers) -Individualized PD for teachers based on their needs	-Susan Owens (APSRC)

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Leadership should then monitor the post assessments to guide support efforts.		students are engaged and receiving feedback from the teacher, their peers, and internal feedback. The instructional leader is reviewing lesson plans, interactive student notebooks, weekly formative assessments, and providing teachers with next steps for classroom instruction based on assessment data. The leadership team monitors the data binders where teachers place their Standards Tracking Tool for each week, a copy of the assessment, and the test rubric.		
7. The Leadership Team/Instructional Teams should review the results of unit pre/post tests to make decisions about the curriculum and to make instructional	Fully Implemented	The leadership team has chosen to adopt the use of IStation, Reading Plus, Khan Academy, and Rosetta Stone for prescriptive intervention and enrichment. Math	-The leadership team will begin using data from weekly formative assessments to make recommendations for intervention and/or enrichment. Teachers are already making changes in their	Tina Smith (looks through data binders) Chante'le' Williams (looks through data binders)

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plans and to "red flag" students in need of intervention (both student in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.)		tutoring is also prescribed to students who show a need through their weekly formative assessments. NWEA RIT scores are used to place students in appropriate intervention groups by the leadership team, with teacher input. Within the intervention groups, teachers are continuously targeting group goals to move children toward spring growth goals. For students who exceeded their spring goal during winter testing, these students are still challenged to continue moving forward, and our data wall supports this growth. When a new student enrolls, they take a math	classroom based on student needs, and are using data to make these decisions, but the leadership team will begin doing this as well.	

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		and literacy survey to ascertain their current achievement levels to determine the correct placement to support needs.		
8. Building and District admin, 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 growth -Analyze and develop a new PIP of long term plan.	Limited Development	Dr. Tatum (the instructional leader) and Mrs. Clancy (assistant director) meet with teachers one-on-one to track the progress of students and how they are progressing through the curriculum. Engage New York- math curriculum Expeditionary Learning – literacy curriculum After each NWEA assessment, the leadership team looks at growth and measures the effectiveness of the curriculum.	-Winter testing just wrapped up: time for the leadership team to look at growth in regards to the curriculum -Continue to provide PD on the interactive notebooks to ensure they are implemented with fidelity and providing other effective ways teachers can use the notebook to support learning.	Susan Owens- APSRC Other consultants online

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		Interactive notebooks: Susan Owens introduced this strategy to the teachers in June of 2014, and it has helped students have a better grasp of the curriculum, and has given teachers an effective way to assess students and provide feedback.		
9. District Leadership, Building Leadership Team & Instructional Teams should: Establish a focus and support plan to differentiate instruction which is specific to SWD, ELL and African American students given the minimal success that has been made with these TAGG sub-groups.	Fully Implemented	Students in these individual TAGG sub-groups receive support through the following measures: -Computer programs like IStation, Reading Plus, Khan Academy, and Rosetta Stone -After-school tutoring programs for students struggling in mathematics and for ELL students. -Placed in Plus Time groups according to their RIT scores from NWEA tests.	Mentor Leonard Blocker will be on campus daily to support student wellness.	**Kristi Campbell-NWEA differentiation PD**

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		-Teachers are trained in DesCartes by Kristi Campbell and are shown many resources (rittoresources.com, fortheteachers.com) teachers can use in the classroom to differentiate for various students. -Students who are struggling behaviorally (and thus, struggling academically) are placed with student mentors who meet with them each morning at the start of the school day. -TAGG students are recommended for more intensive after-school programs that offer counseling and mentoring, as well as offer homework assistance.		
	Limited	In our leadership team	We need to discuss the 45-day	**-Chante'le'**

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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, and African American population	Development	meetings, we have discussed ongoing progress with our indicators in Indistar and we meet with our school improvement specialist to submit timely reports that reflects evidence toward schoolimprovement trend data.	report with Chante'le', as it will allow us to analyze our school improvement progress in a smaller increments. -Continue building and monitoring plans in Indistar, and looking at the Wise Ways to impact school improvement decisions.	**Williams (ADE)** **-Our external provider (APSRC)**

Put each recommendation inside the report- give status, say where you are now, next steps, and support provided.

Academic Distress School Progress Report

2014-2015

School: Covenant Keepers Charter School Today's Date: 2/13/15

Part II Improvement Strategy

Directions: Consider the major innovations necessary for removal of the Academic Distress status. On the template below, provide two or three strategies expected to significantly improve student learning. Next, describe the goals and or tasks necessary to assist in accomplishing the strategies. Finally, include the evaluation of each strategy that will be completed by either the building or the district. During the evaluation process, determine the data to be collected as evidence of the strategy improving student outcomes.

Improvement Strategy (Innovation expected to produce significant improvement)	**Goals/Tasks & Timeline** (Benchmarks to demonstrate progress)	**Evaluation Process** (District or Building measures to determine the goal is met)
1. Weekly Formative Assessments with the Standards Tracking Tool	1) Develop data binders for specific grade levels/subject areas (math and ELA) 2) Adopt common rubrics for teachers to measure student achievement 3) Teachers assess students weekly on Common Core State Standards 4) Teachers grade and then analyze the assessments, putting the information into the Standards	Our external provider reviews the data binders weekly. These data binders contain the Standards Tracking Tool for each class, a rubric of the test given, and a copy of the assessment. The leadership team attends the Wednesday PLC meetings, tracks data binders, and make connections between weekly formative assessments and quarterly assessments. The leadership team also meets with teachers to monitor their progress in the classroom.

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	Tracking Tool to be presented at the Wednesday PLC meeting. 5) Students receive feedback from teachers and provide feedback to the teacher on their areas of growth/need. 6) Teachers present assessment data to the rest of the faculty and the leadership team at Wednesday PLC meetings. 7) Leadership Team takes note of assessment data and provides feedback and addresses areas of concern. 8) During Thursday PLC meetings, teachers use the data presented from Wednesday's meeting to make decisions regarding re-teaching and school-wide needs for the upcoming week. This cycle repeats each week. 9) Parents are made aware of weekly assessment data trends and how they can support their child at home.	

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2. Data Talks with Teachers/Students	1) Students participate in Summer and Fall NWEA assessments. 2) Students complete a goal setting worksheet with their teacher to analyze their current scores and their growth goal for the next test. 3) Before the end of the quarter, students will meet with the instructional leader or her designee to give students an opportunity to share their academic needs and successes through presentation of their portfolio. The students provide feedback on areas of need and their concerns in the classroom. They complete a conference form with the instructional leader, which includes measures the student, parent, and school will take to guarantee the student's success. 4) After the Winter NWEA test, each class will visit the data walls in the	We will look at data from each testing cycle to determine student growth. Conduct a survey with students to ask if the student data talks guided them to take ownership of their own achievement.

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	War Room and later have discussions with their teachers regarding their growth progress. 5) Students participate in Winter NWEA assessments. 6) Students complete a goal setting worksheet with their teacher to analyze their current scores, reflect on previous scores, and determine their growth goal for the next test. 6) Incentives are earned by students who meet or exceed their growth goals. 7) Students will meet once again with the instructional leader before the Spring NWEA assessment.	
3. Demerit System for Discipline:	1) Research various discipline procedures 2) Adopted a demerit system (developed by our leadership team) after a presentation to our school board	The discipline team collects data based on the number of students receiving consequences based on their total amount of demerits. An ongoing report is kept on file with our Dean Of Students and is analyzed by the

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	3) Revise the student handbook to reflect the new demerit system 4) Inform all students and parents of the new demerit system through commitment meetings 5) Provide PD for teachers on how to implement the demerit system 6) Developed a Excel spreadsheet tool to collect data on demerits for each student 7) The discipline team will carry out the terms of the system as laid out in the student handbook	leadership team to determine our progress toward our IMOs. We will give a survey to parents that will help us determine what changes need to be made for the next school year.

Academic Distress School Progress Report

2014-2015

School: Covenant Keepers Charter School

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Part III Reflection

Directions: After completing the first two components, reflect on the implications of the following.

Professional Development needs of administrative team	Book studies have played a vital role in aligning instructional roles within the leadership team. We are currently reading Learning By Doing, which is based on research on successful professional learning communities (PLCs).
Professional Development needs of instructional staff	-We need to find professional development that supports teachers in classroom management, data analysis and disaggregation, and differentiated instruction.
Community & Family Involvement	We have a parent team that manages monthly incentives to motivate students to continually do well academically and behaviorally. We have been meeting with members of our community (Southwest Hometown Coalition) to invite them into our school to read books, tell stories, and to support teachers in the classroom, as well as mentor students. The leadership team is invited to various events to talk about our charter school and our location in southwest Little Rock.
Resources (funding, time, people, materials)	We know an up-to-date computer lab could benefit our students, as well as making improvements to our wireless internet system. More laptops would allow more of our students to participate in EdOptions (online courses). The longer school days and school year has proven successful for the population of children we serve. Our ELL population is growing (48%), and we need more research-based materials that can support this community of learners.

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Culture & Climate (school and/or district)	We dissolved the partnership with the Pulaski County Juvenile Detention Center to maintain a culture of learning and teaching. This dissolution allowed us to remain focused on educational needs. The removal of our high school gave us an opportunity to focus on 6-8 grade levels of learning.
Other	

Formative Assessment Weekly Guide

Monday:
Assessment Day
-*Math teachers*
-assess math standards decided by the team the week before based on common assessment data.
-The math instructional team decides on the standards for the week based on our adopted Engage New York curriculum.
-The standards are tracked using the Standards Tracking Tool.
-The common assessment data comes from the weekly common formative assessment tests given.

-*ELA and all other teachers*
-assess ELA RI and RL standards decided the week before based on common assessment data
-The ELA standards for the week are based on our adopted Expeditionary Learning curriculum. The standards are tracked using the Standards Tracking Tool.
-The common assessment data comes from the weekly common formative assessment tests given.
-The first time a specific standard is assessed it is a **pre test**. It is formative, and, as such, it informs instruction for the remainder of the week and alerts teachers to individual students who will need additional support inside and/or outside the classroom.
-Next time a specific standard is assessed, and each continual formative assessment of that standard: **post test**

Tuesday:
Grading assessments/processing data based on common rubrics
-teachers put assessment data into the Standards Tracking Tool
Teachers make adjustments to instruction immediately according to test results.
Teachers do not wait until the next round of lesson plans to adjust instruction.
For anyone who would wish to see Standards Tracking Tool sheets from previous weeks, these are located in a binder in the War Room and are available for review at any time.

Wednesday:
Assessment Feedback
-Teachers hand back assessments to the students for feedback
-The teacher talks to the whole class about common errors (this is due to Feedback book study the Leadership Team facilitated through PD).
-These feedback sessions gives teachers additional insight into which students get it and which students are still struggling and need additional support.
-The rich conversation allows students to reflect on what they are struggling with and gives them the confidence to ask questions and motivates them to embrace the additional support they are offered.

-Students fill out a feedback form, stating what they will work to improve or what they still do not understand.
-Teachers have been given examples of feedback forms, but have the freedom to choose their own feedback forms to use with their classes. These feedback forms are filed with student tests in student portfolios.

PLC after school- Analyzing Data Trends
-Meeting protocol: before the meeting commences, teachers have the three required items in hand (standards tracking tool, copy of the assessment used, and common rubric used for each class) and sign off on an accountability form, indicating the assessment is valid and was carried out with fidelity, and ensures that all required items were completed and turned in on time. A member of the leadership team also signs off on each teacher's form after reviewing the 3 items.
-Mrs. Whipps starts the meeting and teachers go around the table to discuss the common formative assessment data for the week, and can pull individual student tests from portfolios as needed. This is both an opportunity for teachers to spot data trends indicating that a standard should be re-taught (class wide data) and an opportunity for teachers to red flag individuals for additional support inside and outside the classroom.

-Each week, one designated teacher presents in-depth long-term data trends from their classes' weekly common formative assessments.
-This is a chance for the leadership team to ensure quality assurance: making sure each teacher is carrying out high-quality assessments and using the common rubrics with fidelity. The leadership team points out concerns with data during the meeting and corrects teachers in private as needed.

-At the end of the meeting, teachers place these three items in the data binder (math or ELA binder depending on the standard assessed) for each class:
- -Standards Tracking Tool
- -Copy of the assessment used
- -Common rubric used

Thursday:
PLC after school- Intervention Decision-Making
-instructional teams make lesson planning/unit decisions based on assessment data
-ELA team shares focus standards for the next week
-During these meetings, plans are created to address class-wide re-teaching for areas of concerned as demonstrated by the data.
-Plans are made to address students who have been red flagged for support in the classroom, during Plus Time, or via computer-based intervention time.
-Decisions are made regarding what standards will be addressed within each Plus Time group for the ensuing week.

-Mrs. Whipps leads the ELA team and Mrs. Jones ensures the protocol is followed. -Mrs. Jones also takes notes at both the Wednesday and Thursday PLC meetings and distributes them to all meeting participants within 24 hours.

Friday:
-teacher collaboration
-lesson planning based on assessment data
-This occurs after school. Teachers have freedom to choose who they wish to work with, using their content as a vehicle to teach the Common Core standards addressed in this week's PLC meetings. Teachers plan for differentiation based on formative assessment results.

Covenant Keepers Charter School

Focus Areas for School Improvement

Board Adopted November 11, 2014

INTRODUCTION

The 2014-2015 Covenant Keepers Charter School, Focus Areas for School Improvement described in these pages was developed through a nine-month-long, collaborative process involving teachers, school leaders, students, parents, and external resources. After thoughtful and thorough review of 2007-2014 ACTAAP, school discipline, perception survey and attendance data, the Covenant Keepers leadership team created this targeted list of focus areas to provide our faculty with not only the guiding principles of school-wide improvement, but also principles essential to guiding individual student success in a very personal, life-changing sense.

This blueprint has been created to address the explicit needs of our cohort of students and is driven by research relevant to students with their statistical similarities. This work is guided, in large part, by the recommendations of the Arkansas Department of Education's Academic Distress Team lead by Dr. Richard Wilde and our External Provider, Arkansas Public School Resource Center. Our APSRC team, lead by Dr. Barbara Cox, includes our leadership consultants Arkansas State Representative and former school administrator, Bill Gossage; our instructional consultant, former curriculum administrator, Susan McKinney-Owens; and our teaching and learning specialist, Kristi Campbell.

This 2014-2016 School Improvement Strategy will be reviewed, evaluated, and amended as needed.

NARRATIVE SUMMARY

These Focus Areas were compiled to support data-driven decision-making and ultimately to disseminate those decisions to our faculty for implementation. We are confident that the goals within the focus areas below are rigorous yet attainable and appropriate, and that the strategies outlined are the essential steps necessary to make our school a more effective place to learn and a more rewarding place to work.

The Focus Areas were developed quite deliberately to address the unique needs of our unique students and to build on the strengths and passions of our organization. More specifically, our strategy was designed to reflect our "hedgehog concept"…

Under the guidance of Bill Gossage, CK leadership participated in a compelling study of the book, *Good to Great* by Jim Collins. In the book, Collins addresses a number of management, personnel, and operational practices, behaviors, and attitudes that are both conducive and antithetical to the transition from good to great. Although the book is primarily concerned with business practices, the theories and ideology within can easily be applied to a school system. Many of the investigations conducted and resulting decisions made by CK leadership have been driven by the principles in this book.

One particular principle driving CK leadership is that of the "Hedgehog Concept". The Hedgehog Concept is based on an ancient Greek parable that states: "The fox knows many things, but the hedgehog knows one big thing." According to Collins, organizations are more likely to succeed if they focus on one thing, and do it well. An organization can find its "Hedgehog Concept" by making three separate assessments. First, it can understand what its people are truly passionate about. Next, it can identify what it does better than anyone else. And last, it can determine where it can have the greatest and most sustainable impact on the organization's long-term success. The intersection of these three findings is where the organization should focus its time and energy to make the biggest, most sustainable impact—it's hedgehog concept.

After much discussion, CK leadership came to realize that our "hedgehog" was student growth--helping below-average students to become good students, good students to become better students, and so on regardless of their socio-economic or ethnic backgrounds. From that defining moment, we had clarified our focus and were ready to proceed with building strategy to support that focus.

THE STRATEGY

The overall objective of our school improvement planning is a greater level of student achievement—specifically growth. To affect real change, however, the process needs to focus on specific priorities that impact achievement. Our analysis of previous efforts (2009—2014) all point to the same problem: lack of said focus. With the help of our book study, we have now found our focus. Additionally, we now understand that an emphasis on clear and simple research-based improvement strategies will propel us toward meeting our goals and realizing that student achievement.

We understand that our students' performance will improve:

(1) when their teachers use a rigorous curriculum with curriculum-delivery strategies that reflect an awareness of and responsiveness to the needs of students;
(2) when teachers use a structured approach to monitoring student growth through effective data analysis that uses frequent formative assessments to guide interventions.
(3) when the school is fully staffed with committed individuals with a shared vision;
(4) when the school environment is positive, supportive, and reflects only high expectations;
(5) when parents are involved in their children's education; and
(6) when school leaders are highly visible and supportive in all aspects of teaching and learning.

In developing the school's Focus Areas for Improvement, leadership worked through each of these focus areas and asked the following questions:

Where are we now? How do we know?	Where do we want to be?	How will we get there?	How will we know we're there?	How will we stay there?
(Self-assessment)	(Focus Areas)	(Interventions)	(Progress monitoring)	(Sustainability)

Correlating concepts

• NWEA test data • Discipline data • Perception surveys • CWTs	• Goal statements for each focus area	• Curriculum alignment • PD • New behavior plan • Data system	• Performance targets • Data points • Perception surveys	• Monitoring checkpoints • One-on-one meetings with teachers • Local board monitoring

FOCUS AREA FOR IMPROVEMENT (FAI) #1

FAI 1: Curriculum and Instruction

Teachers use a rigorous curriculum with curriculum-delivery strategies that reflect an awareness of and responsiveness to the needs of Covenant Keepers' students

RESEARCH–BASED INTERVENTIONS FOR FAI 1:

Aligned to:

ADE Recommendation #7: The leadership team/instructional teams should review the results of unit pre/post tests to make decisions about the curriculum and to make 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.)

ADE Recommendation #8: Building and district administration and the 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 growth
-analyze and develop a new PIP or long-term plan

School Improvement Indicator IID07: The Leadership Team will monitor school-level student learning data.

School Improvement Indicator IID11: Instructional Teams will 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).

School Improvement Indicator IIIA01: All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.

A. ADOPT PROVEN, RIGOROUS CURRICULUM

English and Language Arts Curriculum

Commissioned by New York State using Race to the Top funds, the Expeditionary Learning curriculum is an open educational resource. Each module correlates with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity.

The curriculum includes: grade-specific Common Core State Standards-aligned curriculum plans, standards-aligned curriculum maps and pacing guides, daily lessons, formative and summative assessments and end-of-unit performance tasks with performance rubrics, and teacher and student materials.

The core ELA proficiencies we see being developed include: reading closely for textual details, making evidence-based claims, researching to deepen understanding, and building evidence-based arguments.

One of the components we like best about Expeditionary Learning is that requires ELA teachers to work

with other content area teachers to support text-based reading and writing in classes such as social studies, science, arts, and even computer and health classes. This across-the-curriculum use of close reading and evidenced-based writing is having a real impact on reading comprehension and writing at Covenant Keepers.

Math curriculum

Engage NY Curriculum modules in mathematics are marked by in-depth focus on fewer topics. They integrate CCSSS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery.

Our daily 90-minute math classes include fluency development, concept development, application problems, student reflection, a substantial remediation period, and exit tickets. The curriculum essentially reflects the organization of math emphases PARCC has created.

B. MANDATE THE IMPLEMENTATION OF RESEARCH-BASED INSTRUCTIONAL DELIVERY PLANS AND METHODS

Covenant Keepers has adopted an instructional planning and delivery method created by Jane Pollock who updated the globally recognized Master Teacher schema by Madeline Hunter. Her method, *GANAG,* is the acronym for a 21st century daily lesson planning schema using the seminal research she and her colleagues (Marzano and Pickering) introduced in *Classroom Instruction that Works*.

The five-stage GANAG lesson planning and delivery schema cues teachers to plan to deliberately teach students to use the 9 high yield strategies every day.

As students use the high-yield strategies daily to engage with the lesson content, they have continual opportunities to seek and receive feedback about the progress they are making toward lesson goals—the standards and daily objectives.

FOCUS AREA FOR IMPROVEMENT (FAI) #2

FAI 2: Assessment and Data Analysis

CK Leadership has developed and adopted a structured approach to monitoring student growth through effective data analysis that uses frequent formative assessments to guide interventions.

Description of FAI 2: Data-driven instruction, when done right, is one of the most powerful tools in a school's arsenal. Covenant Keepers is just now coming to understand that in order to truly use data to drive instruction, it must be systemic and carried out with fidelity.

After much research, we have turned to the work of data and leadership expert, Paul Bambrick-Santoyo. He has shared what works with school leaders and teachers across the nation through his books. We have recently adopted his principles and created a data-driven culture here at CK. Many of the ideas you will find in our building are from his research findings.

RESEARCH–BASED INTERVENTIONS FOR FAI 2:

Aligned to:

ADE Recommendation #3: Leadership team should establish yearly learning goals utilizing student learning data; monitor and evaluate 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.

ADE Recommendation #4: Instructional teams should review the data to identify re-teaching groups with an emphasis in planning for the next unit.

ADE Recommendation #5: 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.

ADE Recommendation #6: District and building leadership should provide PD 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.

ADE Recommendation #7: The leadership team/instructional teams should review the results of unit pre/post tests to make decisions about the curriculum and to make 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.)

School Improvement Indicator IE07: The principal will monitor curriculum and classroom instruction regularly.

School Improvement Indicator IG01: The school will monitor progress of the extended learning time programs and strategies being implemented, and use data to inform modifications.

School Improvement Indicator IID07: The Leadership Team will monitor school-level student learning

data.

A. Assessment:
All teachers assess students every Monday based on upcoming focus standards agreed upon collectively. They are also using pre and post assessments to drive instruction in the classroom.

B. Rubric:
All assessments are graded *at the standard level* using a common grading rubric to provide consistency in evaluating student work. These rubrics provide an objective perspective of the quantitative data. They also let students know what is expected of them, and demystifies grades by clearly stating, in age-appropriate vocabulary, the teacher's expectation.

C. Data Tracking Tool:
After data collection, results are placed in each teacher's Data Tracking Tool. Teachers bring this data to PLC meetings every Wednesday at 4:15 to address weaknesses and strengths found in the data.

D. Professional Learning Communities:
PLC meetings are held every Wednesday and Thursday at 4:15 to discuss focus standards and assessment data.

E. Data Binders:
Data binders contain whole group tracking forms, standards tracking forms, NWEA data, Reading Plus/Istation data, module overview, and student grade detail

F. Data System Monitoring:
Teachers and leadership will complete Data System Implementation Surveys quarterly to determine the degree to which the Data System is being employed.

G. Leadership Support:
Leadership will conduct 30-minute support sessions with teachers to identify strengths, challenges, goals, and strategies for classes and individuals.

Below is a detailed look at the data system's weekly cycle:

Monday:
<u>Assessment Day</u>
-Math teachers
-Assess math standards (decided on by the team the week before based on common assessment data).
-The math instructional team decides on the standards for the week based on our adopted Engage New York curriculum.
-The standards are tracked using the Standards Tracking Tool.
-The common assessment data comes from the weekly common formative assessment tests given.

-ELA and all other teachers
-Assess ELA Reading Informational Text and Reading Literature Text standards (decided the week before based

on common assessment data).
-The ELA standards for the week are based on our adopted Expeditionary Learning curriculum. The standards are tracked using the Standards Tracking Tool.
-The common assessment data comes from the weekly common formative assessment tests given.
-The first time a specific standard is assessed it is a **pre-test**. It is formative, and, as such, it informs instruction for the remainder of the week and alerts teachers to individual students who will need additional support inside and/or outside the classroom.
-Next time a specific standard is assessed, and each continual formative assessment of that standard: **post-test**

Tuesday:
Grading assessments/processing data based on common rubrics
-Teachers put assessment data into the Standards Tracking Tool for individual and class level analysis
-Teachers make adjustments to instruction immediately according to assessment results. Teachers do not wait until the next round of lesson plans to adjust instruction.
-The Standards Tracking Tool sheets from previous weeks are located in a binder in the War Room and are available for review at any time for teachers or Leadership to make comparisons across the unit(s).

Wednesday:
Assessment Feedback
-Teachers hand back assessments to the students for feedback during class.
-The teacher talks to the whole class about common errors (this is due to *Feedback* book study the Leadership Team facilitated through PD).
-These feedback sessions gives teachers additional insight into which students get it and which students are still struggling and need additional support.
-The rich conversation allows students to reflect on what they are struggling with and gives them the confidence to ask questions and motivates them to embrace the additional support they are offered.
-Students fill out a feedback form on the back of their assessment, stating what they will work to improve or what they still do not understand.
-Teachers have been given examples of feedback forms, but have the freedom to choose their own feedback forms to use with their classes. These feedback forms are filed with student tests in student portfolios and reviewed with students or with instructional teams as needed.

PLC after school- Analyzing Data Trends
-Meeting protocol: before the meeting commences, teachers have the three required items in hand (standards tracking tool, copy of the assessment used, and common rubric used for each class) and sign off on an accountability form, indicating the assessment is valid and was carried out with fidelity, and ensures that all required items were completed and turned in on time. A member of the leadership team also signs off on each teacher's form after reviewing the 3 items.
-The Lead Teacher starts the meeting and teachers go around the table to discuss the common formative assessment data for the week, and can pull individual student tests from portfolios as needed. This is both an opportunity for teachers to spot data trends indicating that a standard should be re-taught (class wide data) and an opportunity for teachers to red flag individuals for additional support inside and outside the classroom.
-Each week, one designated teacher presents in-depth long-term data trends from their classes' weekly common formative assessments.
-This is a chance for the leadership team to safeguard quality assurance: making sure each teacher is carrying

out high-quality assessments and using the common rubrics with fidelity. The leadership team points out concerns with data during the meeting and corrects teachers in private meetings as needed.

-At the end of the meeting, teachers place these three items in the data binder (math or ELA binder depending on standard assessed) for each class:
- -Standards Tracking Tool
- -Copy of the assessment used
- -Common rubric used

Thursday:
PLC after school- Intervention Decision-Making
-Instructional teams make lesson planning/unit decisions based on assessment data
-ELA team shares focus standards for the next week with all other teachers (these are Informational Text standards)
-During these meetings, plans are created to address class-wide re-teaching for areas of concern as demonstrated by the week's data.
-Plans are made to address students who have been red flagged for support in the classroom, during Plus Time, or via computer-based intervention time.
-Decisions are made regarding what standards will be addressed within each Plus Time group for the ensuing week.
-The Lead Teacher leads the ELA team, and her partner ensures the protocol is followed.
-The team's designated note taker takes notes at both the Wednesday and Thursday PLC meetings and distributes them to all meeting participants within 24 hours.

Friday:
-teacher collaboration
-lesson planning based on assessment data
-This occurs after school. Teachers have freedom to choose who they wish to work with, using their content as a vehicle to teach the Common Core standards addressed in the current week's PLC meetings. Teachers plan for differentiation based on formative assessment results.

FOCUS AREA FOR IMPROVEMENT (FAI) #3

FAI 3:
The school must be fully staffed with committed individuals with a shared vision

Description of FAI 3: CK leadership has been influenced by the principle found in *Good to Great*, by Jim Collins that says, "...to build a successful organization and team you must get the right people on the bus." It is critical that we get (and keep) the right people on the bus.

Great teaching matters: Bob Marzano, author of *What Works in Schools,* says, "It is clear that effective teachers have a profound influence on student achievement."

Great teaching makes a difference: Charlotte Danielson, author of *Enhancing Professional Practice: A Framework for Teaching,* tells us, "High-level learning by students requires high-level instruction by their teachers."

Great teaching is the key: Mike Schmoker, author of *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning,* claims, "The single greatest determinant of learning is not socioeconomic factors or funding levels. It is instruction."

As leaders and employees who are committed to the success of this school, it's not enough to say that we need to get "the right people on the bus". We must identify who the right people are and create a process that gets them on our bus and in the right seat. So, who are the right people, and how do we find them?

RESEARCH–BASED INTERVENTIONS FOR FAI 3:

Aligned to:

ADE 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.

ADE Recommendation #6: District and building leadership should provide PD 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.

School Improvement Indicator IH01: The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation.

School Improvement Indicator ID02: All teams will have written statements of purpose and by-laws for their operation.

A. RECRUITMENT

In order to generate a larger pool of employee candidates, recruitment will become a major factor in every hiring season, but its seeds will be planted long before the season arrives. We will work to promote our school around Central Arkansas so that every potential candidate is aware of who we are

and what we offer our community. We will work with every university's teacher education department and career placement division to communicate our needs. We will network with area education agencies and organizations to communicate our needs.

B. HIRING

The principle of identifying the right people has been underscored with our *Good to Great* book study. Leadership is working together with teachers and students to develop the key characteristics, strengths and traits of each job/position in the school and then creating a benchmark that every potential employee is measured against. In future hiring seasons, we will interview each potential employee and then identify how he or she measures up to the benchmark of the position they are applying for. As a result, we will more definitively be able to identify who the right people are for each job at the school.

We will develop a rubric that looks at each of the following areas:

1. **Personal Characteristics** With representatives from each school group (leadership, teachers, support staff, students, and parents) we will identify several people in our school that we wish we could clone. We will write down their personal characteristics and traits and create a benchmark of the right person for each position.
2. **Professional Characteristics** Next, the group will identify the professional characteristics we wish to prioritize—at a minimum, a focus on each of the following: instructional strategies, content knowledge, credentials, leadership, creativity, etc.
3. **Passion for our students** To the extent possible, we have to ascertain how much a candidate is familiar with the demographics and characteristics of the families we serve. Because we have a high-needs group, each employee must be equipped to meet those needs in a caring and responsible way.
4. **Work ethic** Because this school requires a high degree of commitment and personal responsibility from each employee, and because each position is incredibly demanding, we must make every effort to assess the degree to which each candidate will be able to (and willing to) meet those responsibilities.
5. **Team players** Candidates must be able to demonstrate their willingness to work as part of a team. In our school, very few curriculum, instruction, assessment, or even classroom management decisions are left to individual teachers to make on their own. Most are made by teams of teachers as part of their Professional Learning Communities (PLC's). We strongly believe that PLC teams work far more efficiently than individuals ever could towards advancing our vision of learning for all.
6. **"The proof is in the pudding".** The next step in the evaluation of teacher candidates is to place them in a classroom for a day and observe all of the indicators previously mentioned.
7. **Teacher vetting.** The final step in our process is having our teacher team meet with the candidate. This is a time for the team to ask questions and decide if they can get behind the candidate—meaning that this is a person they can see fitting in with their team. Equally important, it gives the candidate a chance to ask questions and get a real sense of what it means to work on the team. It is not uncommon for candidates to realize at this point that this is not the place for them after hearing about the expectations and the realities of being part of this team.

C. RETENTION

Once we have the right people on the bus, we must work to keep them there. We will place a more deliberate and individualized emphasis on the following:

1. Professional development
2. Mentorship of new and nearly-new teachers

3. Acclimation of experienced teachers to the CK ways
4. Sincere demonstrations of appreciation and respect for every employee

D. DISMISSAL

We must be diligent, however, in acknowledging that despite our best efforts, not every hiring decision is going to be a good fit. It is noteworthy to mention at this point, that our charter grants us the ability to exercise "at will" employment. While we will work to correct issues that we see a teacher having, we will not allow consistently poor performance to continue, as this is ultimately a detriment to students. In that vein, we have developed a new policy that establishes a 30-day probationary period for new teachers.

FOCUS AREA FOR IMPROVEMENT (FAI) #4

FAI 4:
The school environment must be positive, supportive, and reflect only high expectations

Description of FAI 4: Turning again to Jim Collins, we must pay particular attention when he expresses, "The key lies not in better information but in turning information into information *that cannot be ignored*". Information ignored for the sake of maintaining staff morale ultimately diminishes the team's motivation when it becomes clear this information is a "brutal fact" of their reality.

The brutal fact of our reality, to this point, has been that despite the best efforts of every person who has fully committed themselves to this team, we could never quite get our footing to make and sustain great gains. After much reflection and facing the brutal facts, we have determined that our shortcomings can all be traced back to our school environment.

RESEARCH–BASED INTERVENTIONS FOR FAI 4:

Aligned to:

ADE Recommendation #1: 1. District and building leadership should realign and clearly define the roles for the leadership team.

ADE 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.

School Improvement Indicator IIIA35: Students will be engaged and on task.

A. Develop, implement, and monitor a new demerit-based behavior system

B. Build time into the school week to support student mentoring and character development in a genuine way

C. Develop a school-wide system of rituals and routines

D. Implement "Earn It", a culture that rewards hard work

A. Develop, implement, and monitor a new demerit-based behavior system

The CK Leadership team has developed a new behavior system that allows teachers and the discipline team to systematically document behavioral infractions and apply consequences in a timely, consistent, and unbiased manner. Parents are notified of each infraction and the accumulation of demerits so that they remain aware of their child's status and are given the opportunity to assist us in

correcting chronic misbehavior.

B. **Build time into the school week to support student mentoring and character development in a genuine way**

Every student will be matched with an adult employee for Friday mentoring sessions. Students will be "drafted" by adults in order to ensure that students are partnered with adults that have built a solid rapport with them. Groups will consist of 5-8 students. Each group will meet every Friday from 3:00—4:00 to discuss any issues they may be having as individuals or issues that might be present school-wide.

Additionally, students who have been "red flagged" for chronic behavior issues will be paired with our Student Leadership Coach for more intensive mentoring.

C. **Develop a school-wide system of rituals and routines**

A team of teachers and leaders has developed a handbook for CK rituals and routines. This handbook outlines procedures that apply both on the classroom level and on the school-wide level.

Many of the procedures included come from the research of prolific educational writer and teacher advocate, Harry Wong, however the majority of the procedures included come from the collective trial-and-error experiences of our teacher team and are specific to the needs of our school campus.

These rituals and routines have been designed to ensure optimal classroom management and to communicate the high expectations for students. Followed with fidelity, the plan will eliminate chronic issues that hinder the learning experience including: interruptions, lack of supplies, ambiguity in instructions, disorganization, and general misbehavior.

D. **Implement "Earn It", a culture that rewards hard work**

To quote Ron Clark, author of *The End of Molasses Classes: Getting Our Kids Unstuck — 101 Extraordinary Solutions for Parents and Teachers,* "Not every student deserves a cookie."

CK has implemented a reward system designed to recognize the hard work of students who do their best to meet expectations. Not necessarily the students with the highest grades or the best behavior, but those who are making noticeable efforts daily.

Rewards range from the intrinsic (an affirmation or a pat on the back) to the extrinsic (field trips or special privileges). Our goal is to teach students that they must work hard to earn the rewards they seek. We believe it is important for students to be recognized for their efforts, and we also believe it is important for them to see the result of not putting out effort and consequently missing out on what they desire. This cause-and-effect principle is missing from so many of our students' reality, and we firmly believe that it's critical for them to acquire this understanding.

FOCUS AREA FOR IMPROVEMENT (FAI) #5

FAI 5: Parents must be involved in their children's education
Description of FAI 5: "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of **A New Wave of Evidence,** a 2002 report from Southwest Educational Development Laboratory. The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to: ◦ Earn higher grades and test scores, and enroll in higher-level high school programs ◦ Pass their classes, earn credits, and be promoted ◦ Attend school regularly ◦ Have better social skills, show improved behavior, and adapt well to school ◦ Attend a post-secondary education program

RESEARCH–BASED INTERVENTIONS FOR FAI 5:

Aligned to:

School Improvement Indicator IVA01: The school's Compact will include responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)

A. Better develop our Parent Involvement program

B. Create a program that teaches parents how to help their students with school work at home

C. Implement an effective parent communication system

A. Better develop our Parent Involvement program

Our parent involvement has historically been low. We attribute this to several factors including:

- the workload and odd work shifts of many of our struggling families;
- lack of transportation of many of our parents;
- communication difficulties of many of our Latino families;
- a general uneasiness that many of our parents have in dealing with teachers and school administrators;
- fear among many parents that they might not able to help students due to their own lack of academic skills
- and, unfortunately, apathy among many of our parents.

We will offer transportation when parents have an issue with getting to school for events or meetings.

We will continue to work hard to build a good rapport with each family who entrusts us with their child. New families meet with administration upon enrolling their children; parents are greeted daily upon dropping off and picking up their children; teachers are encouraged to communicate regularly and directly with parents for both positive and negative reports.

We have implemented an open door policy that encourages parents to attend class with their child to observe the climate and the work going on throughout the building.

In the past, our parent/teacher group has been lacking as far as enrollment and participation. We are currently working to organize a group that will take a highly visible and highly active roll in the CK culture of parents and students.

B. Create a program that teaches parents how to help their students with school work at home

CK has developed "10th Period: Connecting Families to the Classroom" a family event night engineered to:

- get parents/guardians to the school to stay in the know;
- share tools with parents/guardians to help them work with their children on areas of weakness; and
- connect with parents so they feel comfortable with approaching their child's teachers with issues or concerns.

C. Implement an effective parent communication system

CK has engaged a parent notification system that uses texts and emails to notify parents of any current, relevant, school wide news. These messages are sent out in Spanish and in English.

CK hopes to keep a Spanish-speaking adult in or near the front office at all times to welcome our Latino families and communicate as needed on behalf of the school and the parents.

All written communications are sent home in English and in Spanish.

We always make translators available for parent meetings with our Latino families.

FOCUS AREA FOR IMPROVEMENT (FAI) #6

FAI 6:
School leaders must be highly visible and supportive in all aspects of teaching and learning.

Description of FAI 6: With the growth and achievement of all students as the focal point of all practices and decisions, the school leadership must rely heavily on the school's teachers. And teachers, the leaders' most valuable assets, require and deserve more than management; they need strong relationships, individual attention, consistent support, fair treatment, and accurate feedback. In short, they need active guidance based entirely upon their own and their collective improvement.

In that vein, we again refer to the Jim Collins theory that when "the right people are on the bus", they are led by self-discipline and exhibit disciplined actions rather than being lead by heavy-handed, managerial discipline. It is here that we must make the distinction between discipline and a "culture of discipline". CK teachers, assuming that we have the right people on the bus, will be guided by leaders who support their efforts to teach students and to grow as professionals, as that is their innate desire.

RESEARCH–BASED INTERVENTIONS FOR FAI 6:

Aligned to:

ADE Recommendation #1: 1. District and building leadership should realign and clearly define the roles for the leadership team.

ADE 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.

ADE Recommendation #3: Leadership team should establish yearly learning goals utilizing student learning data; monitor and evaluate 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.

ADE Recommendation #6: District and building leadership should provide PD 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.

ADE Recommendation #8: Building and district administration and the 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 growth
-analyze and develop a new PIP or long-term plan

School Improvement Indicator IE07: The principal will monitor curriculum and classroom instruction regularly

A. School leadership must work closely to train teachers on and to monitor implementation of critical mandates such as lesson planning and instructional delivery schema

B. School leadership will constantly seek to professionally develop themselves to stay abreast of current issues, policies, and research findings

C. CK leaders must develop the skills and talents of those around them

A. School leadership must work closely to train teachers on and to monitor implementation of critical mandates such as lesson planning and instructional delivery schema

CK leadership will provide teachers with extensive support in adopting and implementing both their new curriculum and their new instructional delivery schema (GANAG). With the assistance of our APSRC instructional support team, teachers will be exposed to a multitude of practice activities and professional development opportunities highlighting these new concepts.

Additionally, leadership will make collaboration time a priority, so that teachers can work together to effectively comprehend and apply new concepts. Leadership will often be present in PLCs to offer guidance, or merely to offer support.

B. School leaders will constantly seek to professionally develop themselves to stay abreast of current issues, policies, and research findings

CK leaders must be introspective and reflective. They must ask questions and seek answers rather than assuming to know all by virtue of being at the helm of the school. CK leaders must make themselves familiar with current research and best practice, not only in education, but also in other related fields. They must maintain a personal plan for self-improvement and continuous learning, and balance their professional and personal lives, making time for all interests.

C. CK leaders must develop the skills and talents of those around them

Effective school leaders must work to develop a deep understanding of the talents and skill sets of all employees. Because of our very small leadership team, we all find ourselves “wearing many hats”, and we must look for opportunities to delegate tasks to those who are best equipped to handle them. For example, top leadership has handled roles such as district and school test coordinator, Dean of students, parent coordinator, federal programs coordinator, and data coordinator in the past. Currently, the leadership team has expanded and appointed individuals, who have proven their abilities over the past several years, to handle these roles.

Leadership must engage in shared decision-making with the school community including staff, students, and parents. As both the guardians and reformers of the CK educational system, leadership must ensure that all groups are engaged in a common goal and moving in the same direction. CK leaders must recognize that management skills can be learned, and that they have an obligation to

establish and nurture strategically appointed roles and activities to make certain that other individuals in the district develop as leaders.

Covenant Keepers Charter

Data-Driven Instruction

A Structured Approach to Monitoring Student Growth through Effective Data Analysis

2014/2015

One of the main reasons a successful school is successful is because it is "driven by data". Decisions on what happens in the classroom are not made arbitrarily, but are determined by careful examination of interim assessments of students. With this information, teachers are able to craft a classroom experience that helps all students maximize their performance to the point where the school can close the achievement gap.

Data-driven instruction, when done right, is one of the most powerful tools in a school's arsenal. Unfortunately, too many schools don't do it right and have tarnished a great idea. An expert in the field, Paul Bambrick-Santoyo has discovered how to make it work. He has shared what works with school leaders and teachers across the nation through his books. We are in the process of adopting his principles and creating a data-driven culture here at CK. Many of the ideas you will find here are from his research findings.

Data-driven instruction is a precise and systematic approach to improving student learning throughout the year. The cycle of data-driven instruction includes assessment, analysis, and action and is a key component for school-wide support of all student success.

What is Data-Driven Instruction?

Data-driven instruction (DDI), sometimes referred to Data-Driven Decision Making (DDDM), is a system of teaching and management practices that gets better information about students into the hands of teachers. A multitude of schools and districts across the country are seeing substantial improvements in student learning and achievement as they incorporate data-driven practices. Teachers in these schools are finding that intelligent and pervasive uses of data can improve their instructional interventions for students and ultimately improve student learning outcomes.

Data-driven instruction requires an important paradigm shift for teachers – a shift from day-to-day instruction that emphasizes process and delivery in the classroom to pedagogy that is dedicated to the achievement of results. This packet will introduce Covenant Keepers' teachers and leaders to many of the important tools that teachers and PLCs will need to be effective data-driven classroom instructors.

Essential Concepts

Data-driven educators should be familiar with the essential elements of effective data-driven education outlined in the diagram below. The five major elements of data-driven instruction are:

- acquiring good baseline data,
- as a team, determining measurable instructional goals,
- administering frequent formative assessments,
- active participation in professional learning communities (PLCs), and
- developing focused instructional interventions.

CK teachers and leaders should be continuously asking:

- Where do we want our students to be?
- Where are they now?

- How do we know?
- What are we doing for students who are meeting goals?
- What are we doing for students who are not meeting goals?

As a team, we must set performance goals both at the school level and the student level. (“Where do we want our students to be?”). Student performance tasks show us what our students know and are able to do, and where the gaps are in their learning (“Where are they now?”). Careful analysis of the performance outcomes give us the evidence that we need to draw those conclusions (“How do we know?”), but how do we make sure that we’re using the data from those performance tasks to close those gaps for those who are struggling or enrich learning for those who are ready to move on (“What are we doing for students who are meeting or not meeting goals?”)? Educators in the most rapidly achieving schools cite data-driven instruction as one of the most important factors in helping all students achieve success.

And so our newest CK journey begins. The goal of this packet is to provide all CK teachers and leaders with both the overall vision of how an efficient DDI school should run and the tools to execute this new plan. Please understand that this is long-term solution (through which we should see immediate short-term results) and therefore, implementation will be a process, not a single step. Also, understand that you and your colleagues must equally share the responsibility for uncovering and understanding all of the components within the system. Please do not feel like you have any more or less responsibility based on your content area, your seniority, or your personality type (we all know those who are eager to embrace new concepts and those who are not!).

Below are the most important pieces of the DDI system:

1. People

Teachers
Data-driven teachers understand the importance of utilizing multiple measures, and multiple indicators within measures, when assessing school and student success (Bernhardt, 2004). For example, data from a single administration of a Benchmark reading test do not give teachers the information they need to improve student learning. Information from other assessments, pre-tests, mid-module assessments, post-tests, NWEA tests, and other data are needed for teachers to design appropriate instructional interventions. Similarly, use of a single formative assessment to measure students’ reading progress is not as reliable as using multiple, different assessments to measure the complex concept of student reading. Data-driven teachers need to be savvy consumers of summative assessment data who understand when and how the data can, or can't, inform teacher practice.

Leaders
CK leaders can support the implementation phase of the DDI process by helping teachers understand the five essential elements and by helping staff envision what good data-driven education looks like in practice. As with any other school reform initiative, building staff and organizational DDI capacity takes time. Leaders should work with internal and external sources to create and implement a comprehensive, long-term professional development plan that is designed to ground teachers in the skills they need to be effective data-driven instructors.

2. Collecting and Analyzing Summative Data

Educators in data-driven school organizations are expected to utilize data from yearly summative

assessments to improve student learning. For example, teachers should be able to get the previous year's NWEA reports for baseline analytical and reporting purposes. In other words, educators need to be able to get their hands on the data from yearly summative assessments that will help them improve instructional practice.

Teachers

Once classroom teachers have access to good baseline information, they should work with their administrators to select key indicators of success for their classrooms. In order to do this, teachers need to be well-grounded in assessment reporting concepts so that they can appropriately interpret baseline data. Teachers also need to give ongoing feedback to administrators about the usefulness of the data and/or reports that they are receiving.

Leaders

Leaders should ensure that the data teachers receive is accurate, timely, and in a format that can inform classroom instruction. Leaders also should work with school personnel to design and implement data systems that allow for exploration and reporting of raw data. Data platforms should be useful at both the teacher level and the PLC level for comparing data across grades or content areas. This is particularly important within a school structure like CK's. Most importantly, school leaders must actively help teachers identify key indicators of classroom success, appropriately analyze their data, and then turn those data into strategic pedagogical interventions.

"Before I write my name on the board, I'll need to know how you're planning to use that data."

3. Setting Measurable Goals

Once armed with key summative indicators of classroom success, educators can use those baseline data to identify mastery levels and learning needs of classes, demographic subgroups, and individual students. Data- driven educators then use that information to set measurable year-end instructional goals, which serve as meaningful targets to guide their teaching strategies. These goals are often referred to as ***SMART** goals*. The acronym stands for Specific, Measurable, Attainable, Results-Oriented, and Time-Bound. An example SMART goal might look something like the following:

> The percentage of sixth grade students scoring at grade level or higher on the spring NWEA mathematics test will increase from 54% in Fall 2014 to 72% in Spring 2015.
>
> Focus areas for improvement 1. Number sense 2. Computation 3. Measurement

Data-driven educators recognize that formalized goal-setting can lead to improved student learning outcomes. All SMART goals created by teachers and administrators should have the following six components (with example language from the SMART goal above):

1. A measurable baseline (54%);
2. A measurable target (72%);
3. A specific time frame (Fall 2014 to Spring 2015);
4. Specificity about what is being assessed (percentage of sixth grade students scoring at grade level or higher);

5. Specificity about the method of assessment (spring NWEA mathematics test); and
6. Focus areas that guide future action needed to reach the learning target (number sense, computation, and measurement).

Inclusion of these six components ensures that SMART goals meet the criteria represented by the acronym. SMART goals can be used with common assessments, teacher-made rubrics, and other types of assessments as well as with computer-based tests such as Reading Plus or iSation.

Teachers

Data-driven teachers identify and work toward only a few key instructional goal areas each year. Teachers often are overwhelmed by the multitude of learning needs present in their classrooms and must combat natural tendencies to either create too many goals or to become discouraged and shun goal-setting altogether. Teacher goal-setting should address instructional areas that are both important and strategic. Remembering the Pareto Principle that 20% of activity causes 80% of results is critical at this stage of the DDI process. Evidence
from successful data-driven schools shows that strategic focus and success in a couple of key areas commonly carries over and alleviates other instructional and behavioral concerns as well.

Leaders

Leaders should model the goal-setting process. Leaders' goal statements might focus on factors such as discipline, attendance, or students' level of engagement with the teaching-learning process in addition to student learning objectives but should always include all of the essential components outlined above. Organizational goals should be focused on critical school needs and should be referenced frequently and noticeably with teachers, support staff, students, and parents. Leaders also should actively assist teachers as they work to create appropriate, targeted goals for their classrooms and students.

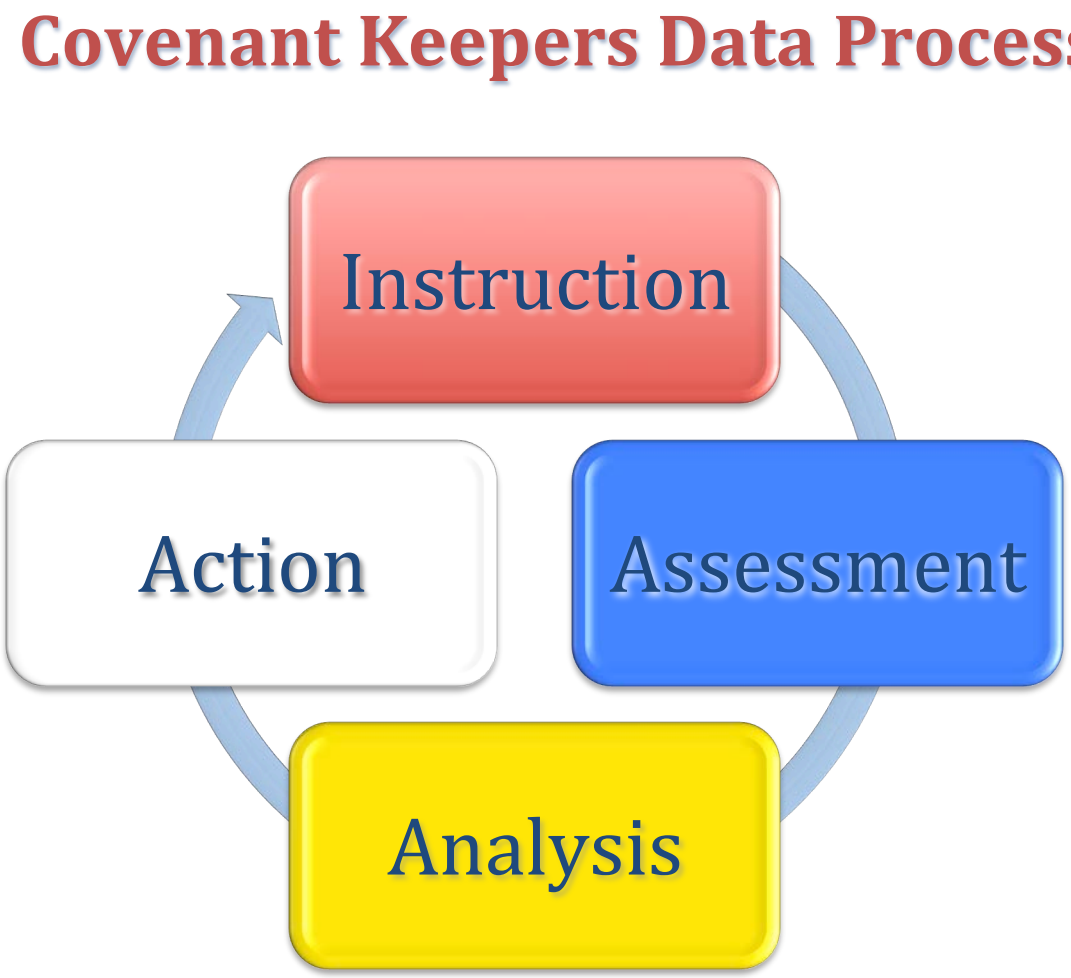
4. Collecting and Analyzing Formative Data

As noted above, data-driven schools have a good sense of where their students are at the beginning of the year (previous summative assessments) and have measurable goals for where they want their students to be at the end of the year (SMART goals). The next step for educators is to implement a system of frequent formative assessments in order to track the progress of their students *during the school year* toward those year-end goals. Simply using baseline data to set measurable year-end goals, without also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, is not likely to result in significant improvements in student learning. This was the basis for many of the ADE Distress Team's recommendations for CK teachers and leaders. They recognized a general, quarterly data tracking system (as evidenced by the War Room data walls), but no formal system was in place to help guide instruction throughout the year to meet our end-goals.

As noted above, effective formative assessment practices, implemented during the school year, have been shown to be a powerful mechanism for improving student learning. Research meta-analyses have shown that good formative assessment has a greater impact on student learning, and on achievement gaps, than any other instructional practice *(Black, P., & Wiliam, D. (1998. Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80(2), 139-148.*

To realize the instructional power of formative assessment practices, educators also need the opportunity to meet regularly and frequently to have collaborative, data-based discussions about student progress. During these meetings, educators identify emergent patterns from the formative

data and discuss what the data tell them about students' progress toward year-end learning goals. Teachers can then collaboratively identify appropriate instructional interventions that can be implemented during the next instructional cycle and collectively commit to implementing those interventions. These types of *professional learning communities* have been shown to have major impacts on student achievement and teacher satisfaction



Teachers

Data-driven teachers utilize their instructional expertise to identify key formative indicators of success that can be used to measure student progress during the school year. They also use appropriate technologies to collect, organize, analyze, and report that data to students, parents, administrators, and other teachers in the PLCs. Other key skills of data-driven teachers include knowledge of relevant assessment literacy concepts (in order to appropriately interpret formative assessment data), the ability to engage in root cause analysis to identify appropriate instructional interventions, and the capacity and willingness to work effectively with other staff on shared instructional problems and solutions.

Leaders

Leaders must recognize that the driving engine behind substantial improvements in student learning outcomes is a strong system of formative assessment, coupled with the opportunity for teachers to collaboratively make sense and act upon the formative data they receive (time for PLCs). Too many

school systems are focusing on summative baseline data because of the track NCLB had us on and are realizing only later that a primary reason they are not obtaining desired results is because they lack a feedback loop that allows teachers to receive information, before the end of the school year, about the success or failure of their instructional interventions. That's exactly the position CK finds itself in, and that is why leadership is enacting this change.

5. Making Changes

Data analysis is meaningless if it does not result in meaningful instructional change. Data-driven educators are able to use summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning. These interventions should be aligned with CCSS, state standards, school curricula as well as content-specific, developmentally-appropriate best practices. Teachers should work with our resources to identify effective, grade-level instructional practices for their subject areas.

Many teachers feel disempowered and fatalistic about their ability to significantly impact student learning outcomes. Many teachers feel that the academic success of their students and schools is dependent upon the input characteristics of their students and families—things out of our control. Other educators, however, believe that collaboratively they can have powerful impacts on student learning. These latter schools, which are recognizing that they can make a difference and are strategically and intelligently redesigning instructional and organizational practices to support student learning, are the ones that are closing achievement gaps and succeeding in this new era of accountability. This is where we now strive to be as a school with the implementation of the CK Data System. Schools that continue to struggle are those that place the bulk of the responsibility for student learning, and the blame for the lack thereof, on students and families rather than accept the fact that many classroom practices and school structures could be changed to better facilitate student achievement.

Teachers
Confucius noted that a journey of a thousand miles starts with a single step. While teachers may not be able to address the often-overwhelming problem of low student achievement all at once, they can take small steps that together add up to big improvements over time. Teachers can work with leaders and CK external resources to implement effective teaching practices and to design and implement teacher-driven action plans.

Leaders
Teachers will need help identifying and implementing new research-based curricula and teaching practices. Leaders can effectively support teachers by connecting them with appropriate training opportunities and instructional experts (primarily through our experts at APSRC and ABC). Continual attention to teachers' motivational and pedagogical concerns is another key role for leaders during this stage. Teachers, like most professionals, can be highly resistant to changes in their daily practice. Leaders must help teachers recognize what is working (and what is not) in their classrooms and vigorously support their faculty as they transform ineffective instructional practices into those that result in desired outcomes.

6. Data Transparency and Safety

Information transparency is a necessary condition for successful data-driven education. Data-driven decision-making practices are only possible in school climates where data are valued and visible. In many data-driven schools, graphs, tables, and other indicators of data usage permeate the school

environment. Discussions about data are frequent and analysis of student data is considered to be integral to the teaching and learning process.

Students and parents can be important allies in this process. Rather than serving as gatekeepers, and hindering access to student learning data, educators should strive to ensure that relevant data are accessible to parents and students in order to enlist their buy-in and support. Many times data will need to be made anonymous in order to comply with data confidentiality requirements. In some schools, teachers are finding that having students track their own learning progress increases their buy-in and motivation and illustrates that significant learning growth can be achieved regardless of students' initial starting points.

Educators can use communications such as notes home, website posts, and other mechanisms to disseminate status and progress information on key summative and formative assessment indicators to parents and students. Teachers and administrators should utilize data to celebrate instructional progress and successes as well as to address continuing gaps or needs.

Teachers

Like others, educators are naturally hesitant to have negative results exposed publicly. One of the key lessons from successful data-driven organizations, however, is that teachers and administrators must confront the often-brutal truths about their performance, and the reasons underlying lack of progress, if substantial progress is to occur. Educators can't address student needs if they don't know what, how significant, or how extensive those needs are.

Data-driven teachers view data as feedback, not as indictments. They use data to inform pedagogical modifications and actively seek out more data to judge the success of those changes. Data-driven teachers also are willing to discuss their instructional strengths and weaknesses with peers in order to facilitate shared communities of practice that are focused on individual and organizational learning. By recognizing and acting upon the fact that all educators, like students, have areas in which they could improve, teachers can be models of life-long learning for the students that they serve.

Leaders

One of the most important things leaders can do to foster data-driven educational practices is to facilitate school climates where it is professionally and emotionally safe to look at student data. Teachers will resist using data if they feel that the information will be used against them for evaluative or punitive purposes. This is especially true for teachers who are newcomers to data-driven education. Ultimately, teachers need to collaboratively examine classroom-level data so that they can identify and learn effective instructional techniques from each other. In a school where a climate of data safety exists, data are used to highlight faculty strengths and structure professional development opportunities rather than to identify weaknesses and blame teachers. School leaders bear the primary responsibility for fostering these kinds of climates.

7. Alignment for Results

One of the most difficult challenges for teachers and administrators is making the mental paradigm shift from existing practice, which commonly emphasizes process and delivery, to a mindset dedicated to the achievement of results. Successful data-driven educators recognize that accepting greater responsibility for student learning can result in improved student learning outcomes.

Results-driven educators assess all educational practices in light of their impacts on student learning. Any instructional practice, organizational structure, or school program that hinders student success is reexamined and redesigned. Even successful practices are examined to see if they can be improved.

Results-driven educators understand the importance and impact on student learning of continuous and progressive improvement, and recognize that even small improvements add up over time to become large ones. This latter point is particularly important, because ambitious long-term goals like “achieving 100% proficiency” can be disabling rather than motivating.

Instead of teachers individually selecting the content and direction of their professional development plans, teachers and leaders should work together to ensure that professional development opportunities are aligned to student and school learning needs. Similarly, curricular design and delivery also should be aligned to meet these needs. In results-driven school systems, all processes and programs are designed to facilitate maximal student learning: the guiding paradigm is “If it’s not working, why are we doing it?”

Teachers

Teachers who have incorporated a results orientation into their instructional practice continually seek out evidence about the success or failure of their pedagogy. Ineffective strategies are discarded, and successful strategies are tweaked or modified to achieve even larger learning gains. Data-driven teachers exhibit a constant dissatisfaction with the status quo and continually strive for further improvement, even when already exhibiting high levels of success. These teachers also are willing risk-takers who understand that trying something new and different may be the only path to improved outcomes.

Leaders

A results-oriented school system incessantly asks, at every level of the organization, five questions:

- Where do we want our students to be?
- Where are they now?
- How do we know?
- What are we doing for students who are meeting goals?
- What are we doing for students who are not meeting goals?

Leaders in successful data-driven schools ensure that these questions continually guide classroom instruction and organizational decision-making. Data-driven leaders also align, and help teachers connect with, necessary resources to facilitate effective educational interventions.

Conclusion

Mike Schmoker (1999) has said that if educators constantly analyze what they do and adjust to get better, student learning will improve. By focusing initially on small, rapid improvements and then building upon those toward an ongoing process of continuous reflection about classroom instruction and student learning outcomes, teachers across the country are significantly impacting student achievement. When these teachers also are able to participate in professional learning communities and collaboratively identify and implement effective, strategic instructional interventions, their schools are not only surviving this new wave of accountability but indeed thriving in it (see, e.g., Supovitz & Klein, 2003).

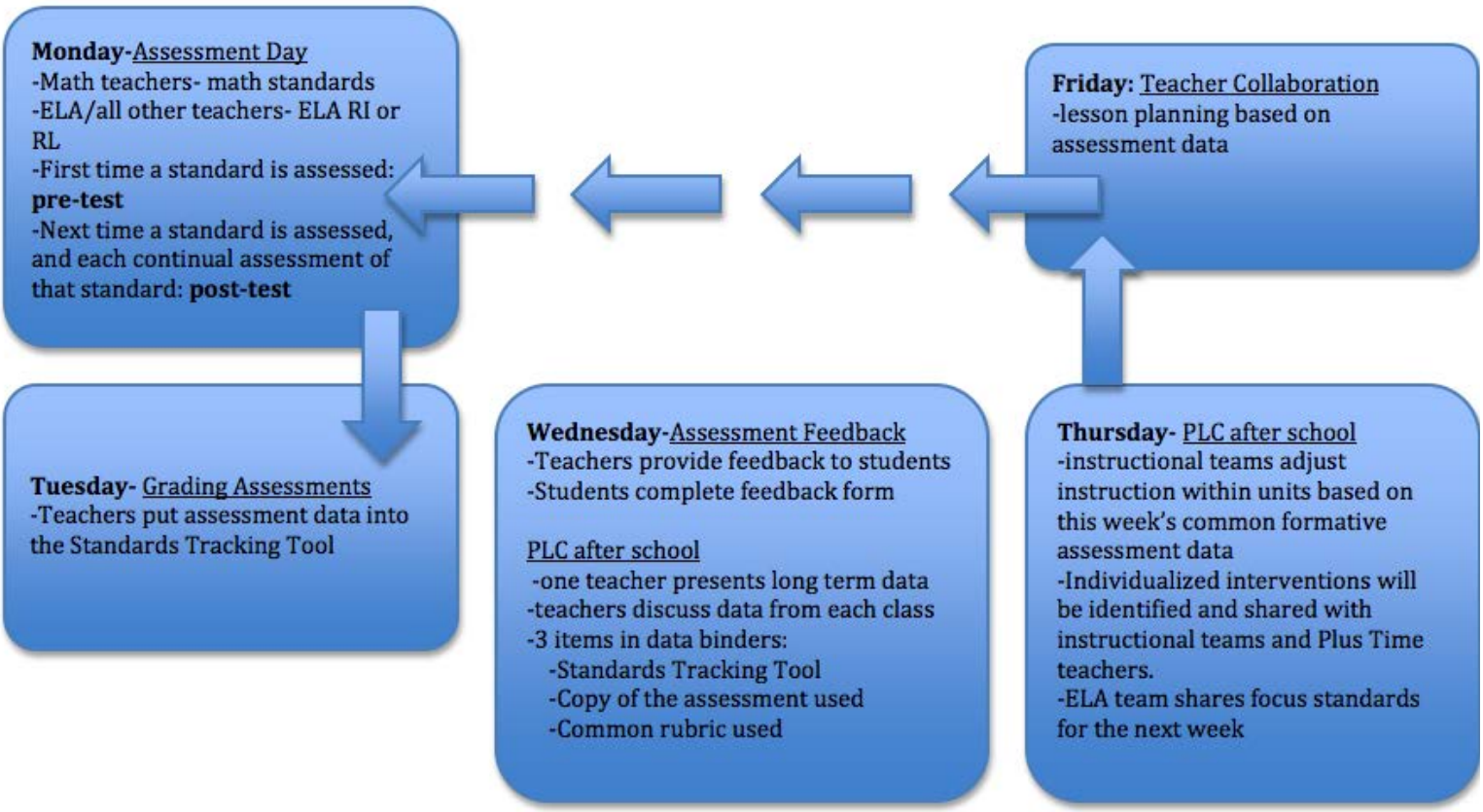
Resources are listed below.

Bernhardt, V. L. (2004). *Data analysis for continuous school improvement* (2nd ed.). Larchmont, NY: Eye on Education. [available at http://www.eyeoneducation.com]

Schmoker, M. (1999). *Results: The key to continuous school improvement* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. [particularly pages 1-55; available at http://shop.ascd.org]

Supovitz, J. A., & Klein, V. (2003). *Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement*. Philadelphia, PA. [available at http://www.cpre.org/Publications/AC-08.pdf]

Below is snapshot of how our Data System will work. Note: Updates will be made this spring (2015) which will include procedures/documents for summer and 1st nine weeks of 2015/2016.



Professional Development:

Data-Driven Analysis And Action Planning

KEY PRINCIPLES FOR LEADING ANALYSIS MEETINGS:

- Let the data do the talking
- Let the teacher do the talking (or push them to!)
- Always go back to specific questions on the test
- Make explicit, detailed action steps & ensure that they happen in the classroom

PRE-CURSORS FOR EFFECTIVE ANALYSIS MEETINGS:

Before Giving Interim Assessment:

- BEFORE THE UNIT BEGINS: Teachers review assessment and (backwards) plans towards the rigor of those assessments
- A FEW DAYS PRIOR: Teacher predicts performance on each assessment question (% correct)
- PD: Teachers receive model of how to do assessment analysis and complete action plan, and they see protocol for effective analysis meetings

Immediately Following Interim Assessment:

- TEACHER ANALYSIS PLC (WEDNESDAYS): Teachers do analysis of results prior to meeting, trying to answer fundamental question: why did the students not learn it?
- TEACHER ACTION PLANNING PLC (THURSDAYS): Teachers complete action plan
- LEADER SUPPORT MEETING (30 MINUTES): Leader analyzes teacher results, analysis and action plan:
  - Determine which standards require deeper analysis or more effective, explicit action steps
  - Prepare questions to get the teacher to improve analysis and/or action steps

Content Expertise: If the teacher or leader lacks deep content knowledge

- If Leader is lacking: identify expert within/outside of school to call on for extra support
- If Teacher is lacking: leader should be ready to coach them about effective techniques

Professional Development:

Effective Analysis of Assessment Results

MAKE A SOLID HYPOTHESIS: Look at Specific Questions:

- Did students all choose same wrong answer? Why or why not?
- What misunderstandings are revealed: what do you think students were doing wrong here?
- What are all the steps students needed to be able to do to answer this question correctly? Where does it seem the student mastery broke down within those steps?

Look Within Standards:

- On questions that measured the same standard: were students better on some questions than on others?
- If so, what are the differences in difficulty between those questions? Why did students do better on one question than on another?

Compare Similar Standards:

- Do the results on one standard influence the other?

TEST YOUR HYPOTHESIS:

- Review written student work—do their errors match my hypothesis of why they are struggling?
- Ask students how they solved the problem—do their errors line up with your hypothesis?

MAKE EXPLICIT ACTION STEPS:

- Explicit Instruction: What would I have to teach to overcome these misunderstandings? How will that teaching be different than the last time?
- Assignments/Activities: What activities/assignments will students need to practice this new skill to the point of mastery?
- Assessment/Check for Understanding: Where will I build in assessment/checking for understanding during the lesson itself?

REPEAT THE PROCESS FOR STRUGGLING & SPED STUDENTS:

- Sort data by students' scores—are there questions that only the struggling students are getting wrong?
- What are all the steps the students need to take to answer these questions correctly? Which of these steps need to be made more explicit to the students?
- What sort of practice do the students need to master this standard—heavy repetition of computational skills? Following a multi-step protocol?

Second Line of Action—In-Class Support:

- What are the standards that will be reviewed/retaught for the whole class?
- Are the struggling students' misunderstandings different than the rest of the students on these standards?
- What additional support/steps will the struggling students need when these standards are being reviewed?

Professional Development:

Data Analysis and Action Planning PLCs

Data can give us the answer **to two important questions**:

How many students are succeeding in the concepts I teach?

Within those concepts, what are the areas of strength or weakness?

The answers to these two questions set the stage for targeted, collaborative efforts that can pay immediate dividends in achievement gains.

Turning Weakness into Strength

After your teacher team has set a goal, you can turn to the next important question: Within the identified subject or course, where do we need to direct our collective attention and expertise? In other words**, where do the greatest number of students struggle or fail within the larger domains?** For example, in English, students may have scored low in writing essays or in comprehending the main ideas in paragraphs. In mathematics, they may be weak in measurement or in number sense.

Every well-designed assessment provides data on areas of strength and weakness. After team members identify strengths and weaknesses, they can begin **the real work of instructional improvement: the collaborative effort to share, produce, test, and refine lessons and strategies targeted to areas of low performance, where more effective instruction can make the greatest difference for students.**

Teachers do have data, such as Individual Education Plans (IEPs), grades, and test scores. Though such individual data are useful, they are seldom converted into the kind of group data that is necessary for more formal and collective reflection and analysis. Even such easily gathered, conventional data are seldom collectively analyzed to help teams or schools find better ways to address collective problems. They should be.

Teachers tend to evaluate students individually and reflect on how to improve class performance less frequently. Often educators do not seek to identify and address patterns of success and failure, which can have broad and continuous benefits for greater numbers of children. Not focusing on patterns is unfortunate, because the **real power of data emerges when they enable us to see--and address—patterns of instructional program strengths and weaknesses, thus multiplying the number of individual students we can help.**

3 Big Ideas and 4 Crucial Questions

Big Idea #1: Ensuring That Students Learn
Big Idea #2: A Culture of Collaboration
Big Idea #3: A Focus on Data

4 Primary Questions

1. **What do we want our students to learn?**
    - **CCSS/PARCC emphasis**
    - **Driven by effective collaboration**
2. **How do we know if they have learned?**
    - **Data derived from common assessments**
    - **Driven by effective collaboration**
3. **What do we do if they have not learned?**
    - **Systematic interventions**
    - **Driven by effective collaboration**
4. **What are we doing to extend learning for those students who *have* learned?**
    - **Systematic interventions for ALL levels**
    - **Driven by effective collaboration**

Professional Development: Team roles in data analysis and action planning PLCs

Action Planning PLCs

The group must establish norms, meeting guidelines, and protocols. ***This time is for collaborative planning, and independent work is not permitted.*** The smallest allowable group is two people. In the beginning, the literacy facilitator will organize the planning. After the group norms are established, all of the roles in the collaborative group can rotate. Planning for a larger group can rotate by subject area, with all teachers collaborating in lesson and assessment design, even though they are not currently teaching the subject under consideration.

Prepare an agenda and decide on team roles (e.g., timekeeper, facilitator, recorder). Inform appropriate school leaders of the schedule. They may need to know what groups will be meeting and what focus is planned.

Keep to the agenda, and eliminate announcements that are not critical to the process.

Establish time limits for discussion. Teams can probably complete business in a 45-minute session. A time limit will help to keep the process focused.

Protocol

1. **Follow Up:** Begin with follow-up from the last collaborative planning meeting. Engage members in a concise discussion of what worked, what did not work, and how strategies can be refined. This can be done in 5 minutes.

Then…

Complete steps 2 and 3 in approximately 10 minutes. (The process will move faster with practice.) The goal for a 45-minute session would typically be to align standards with accompanying assessments for two units.

2. **Chief Challenges:** Identify and discuss a math/literacy standard where students need to improve their skills (a relative weakness) that you plan to teach in the next unit. This ought to reflect the most urgent instructional concern, problem, or obstacle to progress (what does the data say?).

Teachers should use data that are relevant for their own students, including, but not limited to, NWEA reports, classroom level assessments, 2014 ACTAAP reports, Reading Plus reports, teacher-made assessments, IEPs, and grades.

3. **Non-math and literacy** teachers briefly share the general focus of their upcoming units. Brainstorm how the standards discussed in #2 above might be embedded into the content discussed in #3.

4. Each teacher rough out an assessment of the standards discussed in #2 and #3 above for the upcoming unit you plan to teach (or review if the assessment is embedded in your curriculum). **Identify what goes into an assessment of the standard by brainstorming the skills tied to the**

standard on which the data says you need to focus. (10 minutes)

From the brainstorm, identify the crucial skills needed to master the standard. The assessment doesn't have to be polished at this point, but the design should be specific enough to show exactly what students will have to do to demonstrate that they have mastered the standard. Be sure you require students to do more than retrieve factual information. Make sure they will be required to demonstrate higher-order cognitive processes, such as application, understanding, analysis, and synthesis.

5. 15 minutes. Rough out a lesson designed to help as many students as possible succeed on the assessment. If your lessons are embedded in your curriculum, try to identify trouble spots that might prevent your students from fully reaching mastery of the standard(s). Sketch the sequence and content of the lesson. **Identify how INBs can be used to help master the standard.**

Anticipate obstacles to learning and brainstorm ideas to negate those obstacles.

6. Before the next planning session, team members teach the lesson to their classes and use the common assessment they've designed to determine what students have learned. Teachers summarize results for their own classes. They look at more than grades. They reflect on patterns. What concepts/skills did students master? What concepts/skills were difficult for many students? What needs re-teaching or further development? Where do they need to focus next? (see #1 above)

7. At the beginning of the next collaborative planning session (or sooner, if there is opportunity), teachers compare results and analyses with those of the other teachers in their group.

Facilitator

A facilitator skillfully helps a group of people understand their common objectives and steers the plan to achieve them without personally taking any side of the argument. The facilitator assists the group in achieving a consensus on any disagreements that pre-exist or emerge in the meeting to create strong basis for future action.

Some of the things facilitators do to assist a meeting:

- Helping participants show up prepared to contribute
- Codifying the purpose, scope, and products of the meeting
- Keeping the group on track to achieve its goals in the time allotted
- Either providing the group or helping the group decide what ground rules it should follow and reminding them of these when they are not followed
- Reminding the group of the objectives or required products of the meeting or session
- Setting up a safe environment where members feel comfortable contributing ideas
- Guiding the group through processes designed to help them listen to each other and create solutions together
- Asking open-ended questions that stimulate thinking
- Ensuring the group doesn't settle for the first thing that they can agree on because they find it painful to go on disagreeing with each other
- Offering opportunities for less forceful members to come forward with contributions
- Ensuring that actions agreed upon by the group are assigned to individuals

Timekeeper

A timekeeper is someone who skillfully keeps the meeting on a schedule. Effective, time-efficient meetings are fast paced and productive. The timekeeper moves the group through the different parts of the meeting. The chief challenge is to keep members on track with clear concise statements lasting no more that 20 seconds during the brain storming section. Below is a suggested guideline of each

part of the meeting.

Recorder

The recorder writes all ideas where participants can see, possibly on a white board. The recorder may question participants for clarity. Actions agreed upon by the group (the assessment and lesson plan) are recorded for all to see and are assigned to individuals. The recorder also completes the Team Log and distributes it according to protocol.

Brainstorming Guidelines

The purpose of brainstorming is to produce as many good ideas as possible in a fast-paced, positive setting. This step in a focused improvement meeting includes the following:

7. Assign a recorder to ensure that the group keeps accurate notes of each idea or strategy.
8. State the purpose or desired result of the team meeting, preferably in writing.
9. Write each idea on a white board.
10. Offer each person in the group **in consecutive order** the opportunity to contribute one idea or strategy.
11. Keep each person's remarks as succinct as possible by limiting comments to 20 seconds or less.
12. Do not criticize or discuss of ideas or strategies at this time.
13. Expect to "piggyback" or build on each other's ideas to generate the best strategies.

Warm and Cool Feedback

There are two types of feedback in this process. The first one is "Warm" feedback. This feedback is termed warm because it is supportive in nature. Warm feedback may include comments about how the work presented seems to meet the desired goals and generally consists of supportive statements.

The second one is "Cool" feedback. Cool feedback is more critical. It may consist of concise essential questions that are both supportive and challenging. (i.e. "Where are the gaps?"; "What are the problems here?)" "I wonder what would happen if you tried this," is more acceptable than, "I think you should have..." or ,"Why didn't you....?"

Rewards, Recognition, and Celebration

Rewards, recognition, and celebration are important motivators. These three things are indispensable elements of effective collaboration. As we practice collaborative planning with common formative assessments, we have to celebrate small achievements. When data from common assessments show even small gains, we need to recognize and celebrate that. Brainstorm ways to communicate those gains school-wide.

Accountability

Groups will keep brief minutes of who was present/absent and the topics that were covered. They may either describe or attach lesson plans and common assessments. A basic format for minutes is included in this guide.

Administrators are expected to conduct walk-throughs on the Action Planning PLC sessions. Expect them to stop by and listen for a few minutes.

Test Analysis Worksheet

1. List the five “easiest” items in terms of the percentage of students giving the correct answer. List in descending order, highest first. List each item number and its topic standard. If too many ties, choose items closest to the **end** of the test.

“Easiest” Items Rank	Item #	Standard	# correct	# incorrect

2. Look at these items on the test. Discuss and note any surprises or interesting results.

3. Which topic shows the strongest student performance? Discuss.

4. List the five “hardest” items for these students. List in ascending order, lowest first. If too many ties, choose items closest to the **beginning** of the test.

“Hardest” Item Rank	Item #	Standard	# correct	# incorrect

5. Which topic shows the weakest student performance? Discuss

Action Planning PLC Log

(To be completed by each planning group that meets)

Date: Group:

Facilitator: Recorder:

Present:

Absent:

Identified Instructional Issue(s) based on previous assessments:

Targeted Standards and Assessment Strategies:

Timeline:

Additional Comments:

COVENANT KEEPERS CHARTER SCHOOL

Implementation Rubric: Data-driven Instruction

The rubric is to be used to assess the present state of data-driven instruction and assessment in our school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.

4 = Exemplary Implementation

3 = Proficient Implementation

2 = Beginning Implementation

1 = No Implementation

DATA-DRIVEN CULTURE 1. Highly Active Leadership Team: facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year	_____/4
2. Introductory Professional Development: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction	_____/4
3. Implementation Calendar: Develop and share a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/mandates)	_____/4
4. Ongoing Professional Development: PD calendar is aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs	_____/4
5. Build by Borrowing: Identify and implement best practices from high-achieving teachers & schools: visit or study schools/classrooms, share & disseminate resources/strategies	_____/4
NOTES:	

	Literacy	Math
ASSESSMENTS 1. Common Interim Assessments 6-8 times/year	_____/4	_____/4
2. Transparent Starting Point: teachers see the assessments at the beginning of each cycle; they define the roadmap for teaching	_____/4	_____/4
3. Aligned to PARCC/CCSS	_____/4	_____/4

4. Aligned to instructional sequence of clearly defined grade level/content expectations 5. Re-Assess previously taught standards Notes:	_____/4 _____/4 _____/4 _____/4
ANALYSIS 1. Immediate turnaround of assessment results (ideally 48hrs) 2. User-friendly, succinct data reports include: item-level analysis, standards-level analysis & bottom line results 3. Teacher-owned analysis facilitated by effective leadership preparation 4. Test-in-hand analysis between teacher(s) & instructional leader 5. Deep: moves beyond "what" students got wrong and answers "why" they got it wrong NOTES:	_____/4 _____/4 _____/4 _____/4 _____/4
ACTION 1. Plan new lessons collaboratively to develop new strategies based on data analysis 2. Implement explicit teacher action plans for whole-class instruction, small groups, tutorials, and before/after-school supports 3. Ongoing assessment: utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments 4. Accountability: instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs 5. Engaged Students know the end goal, how they did, and what actions they are taking to improve NOTES:	_____/4 _____/4 _____/4 _____/4 _____/4
	TOTAL: _____/100

30 Minute Leadership Support Meeting

DISCUSS WHAT WORKED (5 MINUTES):

- Teacher shares most recent assessment *and analysis* of the results.

- Explain the identified focus strategies selected by the team at the previous meeting. How well did they work or how can they be refined?

CHIEF CHALLENGES: (5 MINUTES)

What is the most urgent instructional concern, problem, or obstacle to progress and to better results?

Identify a common area of area of under-performance identified by data.

PROPOSED SOLUTIONS (8-10 MINUTES):

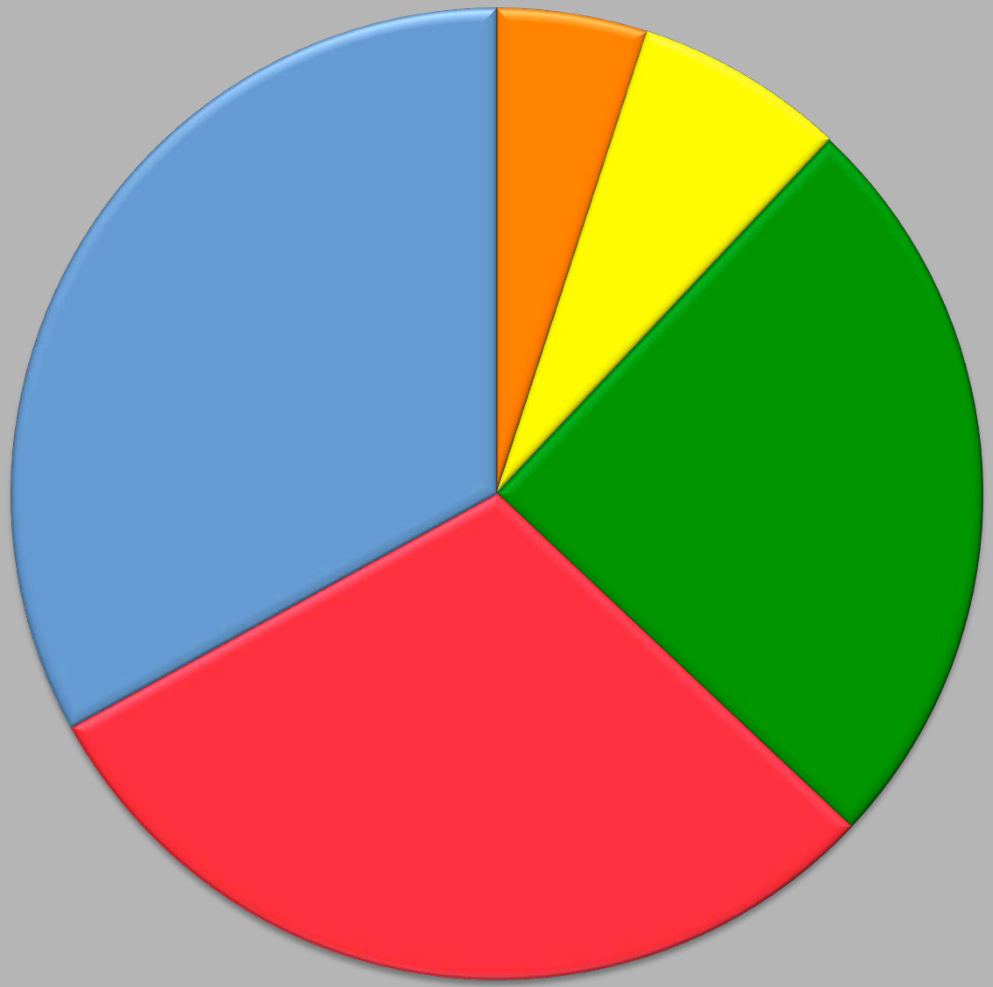
Suggest practical solutions to these identified problems.

ACTION PLAN (8-10 MINUTES):

Decide which solutions or strategies might be best for the teacher to focus on and implement between now and the next meeting.

Notes:

Where Our Students Come From



- ALEs: 5%
- First ar e U.S.: 7%
- Priority Schools: 25%
- Focus hools: 30%
- Other chieving, eds Improvement, Other Charters, Out of State, tc.): 33%

First year in the U.S.	7%
ALEs	5%
Priority Schools	25%
Focus Schools	30%
Total	67%

First year in the U.S.	11	7%	
Bale	3	2%	Focus
Baseline	2	1%	Priority
Bates	2	1%	
Booker	1	<1%	
Brady	1	<1%	Focus
Carver	2	1%	
Cloverdale	26	17%	Priority
David O'Dodd	4	2%	
Dreamland	1	<1%	
Dunbar	13	8%	Focus
e-STEM	2	1%	
Forrest Heights	2	1%	
Fuller	2	1%	Focus
Geyer Springs	2	1%	Priority
Gibbs Magnet	1	<1%	
ALEs (Hamilton or NLR Academy)	7	5%	
Henderson	8	6%	Priority

KIPP Delta	1	<1%	
Lakewood Middle	4	2%	Focus
Mabelvale Middle	12	8%	
MLK	1	<1%	Focus
Maumelle Middle	1	<1%	Focus
McDermott	1	<1%	
Meadowcliff	1	<1%	
North Heights	1	<1%	Focus
Out of state	2	1%	
Pike View	1	<1%	Focus
Pulaski Heights	3	2%	Focus
Ridge Road	2	1%	
Robinson	2	1%	
Sylvan Hills	3	2%	
Wakefield	15	10%	Focus
Watson	15	10%	
Western Hills	2	1%	
Wilson	1	<1%	
7th Street	1	<1%	Focus

Long-Term Student Growth on NWEA MAP Assessments

Covenant Keepers sought to determine the average point growth of students who have remained with CK for one full school year or more. **CK determined the growth average of long-term students meets or exceeds typical growth nationwide on the NWEA exam.**

Projected Typical Growth (50% of students nationwide meet these growth goals from Test A to Test B)

Subject	Fall 2013- Winter 2015	Fall 2012- Winter 2015
Reading	6 points (7th grade) 5 points (8th grade)	9 points
Math	9 points (7th grade) 7 points (8th grade)	13 points

Key:

Green: Proficiency according to NWEA National Norms. The green score at the top of the column is the national median score for each grade level.

Yellow: Growth exceeding typical growth in that time period.

Aqua: Cohort Growth Average

7th Grade Cohort: Fall 2013-Winter 2015: Math

35 Students Returning: 35 students have remained with this cohort from 6th grade into 7th grade.

Name	Fall 2013 (219)	Winter 2015 (228)	Growth
[redacted]	208	219	+11
[redacted]	204	209	+5
[redacted]	181	200	+19
[redacted]	210	214	+4
[redacted]	(Winter) 183	212	+29
[redacted]	178	200	+22
[redacted]	181	187	+6
[redacted]	221	221	+0
[redacted]	170	196	+16
[redacted]	(Winter) 204	212	+8
[redacted]	205	213	+8
[redacted]	(Winter) 162	170	+8
[redacted]	199	212	+13
[redacted]	214	211	-3
[redacted]	197	202	+5
[redacted]	209	221	+12
[redacted]	161	207	+46

[redacted]	182	187	+5
[redacted]	202	209	+7
[redacted]	195	212	+17
[redacted]	215	217	+2
[redacted]	222	237	+15
[redacted]	230	227	-3
[redacted]	230	249	+19
[redacted]	209	227	+18
[redacted]	225	238	+13
[redacted]	218	229	+11
[redacted]	223	223	+0
[redacted]	217	222	+5
[redacted]	239	260	+21
[redacted]	208	213	+6
[redacted]	224	236	+12
[redacted]	220	226	+6
[redacted]	199	214	+15
[redacted]	223	222	-1

Cohort Growth Average: +10.77 Points Typical Growth: +9 Points

48.6% of students in this cohort (17 students) *exceeded* typical growth for Math.

7th Grade Cohort: Fall 2013-Winter 2015: Reading

35 Students Returning- 35 students have remained with this cohort from 6th grade into 7th grade.

Name	Fall 2013 (212)	Winter 2015 (218)	Growth
[redacted]	188	208	+20
[redacted]	207	215	+8
[redacted]	165	197	+32
[redacted]	202	203	+1
[redacted]	(Winter) 186	199	+13
[redacted]	195	204	+9
[redacted]	190	220	+30
[redacted]	197	216	+19
[redacted]	161	183	+22
[redacted]	(Winter) 204	201	-3
[redacted]	191	213	+22
[redacted]	(Winter) 165	157	-8
[redacted]	196	198	+2

[redacted]	191	212	+21
[redacted]	207	213	+6
[redacted]	195	208	+13
[redacted]	166	204	+38
[redacted]	182	190	+8
[redacted]	198	191	-7
[redacted]	176	192	+16
[redacted]	202	208	+6
[redacted]	222	238	+16
[redacted]	206	214	+8
[redacted]	219	221	+2
[redacted]	200	213	+13
[redacted]	209	224	+15
[redacted]	213	212	-1
[redacted]	202	207	+5
[redacted]	200	201	+1
[redacted]	222	237	+15
[redacted]	203	214	+11
[redacted]	221	225	+4
[redacted]	203	216	+13
[redacted]	206	216	+10
[redacted]	212	221	+9

Cohort Growth Average: +11.11 Points Typical Growth: +6 points

65.7% of students in this cohort (23 students) *exceeded* typical growth for Reading.
71.4% (25 students) *met or exceeded typical growth*

8th Grade Cohort: Fall 2012-Winter 2015: Math

8 students have remained with this cohort from 6th grade through 8th grade.

Name	Fall 2012 (219)	Winter 2015 (232)	Growth
[redacted]	192	224	+32
[redacted]	207	226	+19
[redacted]	205	228	+23
[redacted]	222	236	+14
[redacted]	213	225	+12
[redacted]	208	242	+34
[redacted]	218	236	+18
[redacted]	189	191	+3

Cohort Growth Average: +19.38 points Typical Growth: +13 points

75% of students in this cohort (6 students) exceeded typical growth for Math.

8th Grade Cohort: Fall 2012-Winter 2015: Reading

8 students have remained with this cohort from 6th grade through 8th grade.

Name	Fall 2012 (212)	Winter 2015 (221)	Growth
[redacted]	196	211	+15
[redacted]	193	224	+31
[redacted]	212	224	+12
[redacted]	201	211	+12
[redacted]	203	233	+30
[redacted]	216	217	+1
[redacted]	216	226	+10
[redacted]	193	201	+8

Cohort Growth Average: +14.89 points Typical Growth: +9 points

75% of students in this cohort (6 students) exceeded typical growth for Reading.

8th Grade Cohort: Fall 2013-Winter 2015 (or First Test to Most Recent Test): Math

17 students have remained with this cohort from 7th grade through 8th grade **only**.

Name	Fall 2013 (225)	Winter 2015 (232)	Growth
[redacted]	(Winter 14) 203	206	+3
[redacted]	221	221	+0
[redacted]	186	195	+9
[redacted]	204	218	+14
[redacted]	192	202	+10
[redacted]	173	197	+24
[redacted]	185	223	+38
[redacted]	(Spring 14) 203	213	+10
[redacted]	190	210	+20
[redacted]	193	210	+17
[redacted]	218	220	-2
[redacted]	220	216	-4
[redacted]	199	211	+12
[redacted]	(Winter 14) 218	220	+2
[redacted]	228	228	+0
[redacted]	228	237	+9
[redacted]	214	228	+14

Cohort Growth Average: 10.35 Points Typical Growth: 7 points

64.7% of students in this cohort (11 students) exceeded typical growth for Math.

8th Grade Cohort: Fall 2013-Winter 2015 (First Test to Most Recent Test): Reading

17 students have remained with this cohort from 7th grade through 8th grade **only**.

Name	Fall 2013 (216)	Winter 2015 (221)	Growth
[redacted]	(Winter 14) 195	212	+17
[redacted]	210	214	+4
[redacted]	183	201	+8
[redacted]	200	213	+13
[redacted]	203	212	+9
[redacted]	187	184	-3
[redacted]	192	211	+19
[redacted]	(Spring 14) 207	217	+10
[redacted]	170	200	+30

[redacted]	180	211	+31
[redacted]	204	218	+14
[redacted]	202	210	+8
[redacted]	200	227	+27
[redacted]	(Winter) 211	217	+6
[redacted]	203	212	+9
[redacted]	220	235	+15
[redacted]	217	226	+9

Cohort Growth Average: 13.29 points Typical Growth: 5 points

88.2% of students in this cohort (17 students) exceeded typical growth for Reading.

Long-term Students Scoring Proficient on the Winter 2015 NWEA MAP Assessments

Definition of long-term: remaining at Covenant Keepers for period longer than 1 school year.

Covenant Keepers sought to determine the percentage of long-term students among those who scored proficient on the Winter NWEA MAP Assessments. **CK determined that the majority of students who scored proficient on the NWEA MAP Assessments in all areas were long-term students.**

Subject	Reading	Math	Language
7th grade **long-term students proficient/all proficient students**	7/11 63%	6/6 100%	8/9 88%
8th grade **long-term students proficient/all proficient students**	9/12 75%	4/6 66%	10/11 91%

63% of 7th grade students who **scored proficient** on the NWEA MAP Reading Winter assessment are **long-term students.**

100% of 7th grade students who **scored proficient** on the NWEA MAP Math Winter assessment are **long-term students.**

88% of 7th grade students who **scored proficient** on the NWEA MAP Math Language assessment are **long-term students.**

75% of 8th grade students who **scored proficient** on the NWEA MAP Reading Winter assessment are **long-term students.**

66% of 8th grade students who **scored proficient** on the NWEA MAP Math Winter assessment are **long-term students.**

91% of 8th grade students who **scored proficient** on the NWEA MAP Language Winter assessment are **long-term students.**

Long-Term Students Meeting Growth Goals on the Winter 2015 NWEA MAP Assessments
Definition of long-term: remaining at Covenant Keepers for period longer than 1 school year.

Covenant Keepers sought to determine the percentage of long-term students among those who met their growth goal on the Winter NWEA MAP Assessments. **CK determined that the majority of students who met their growth goal on the NWEA MAP Assessments in all areas were long-term students.**

Subject	Reading	Math	Language
7th grade **long-term students MG/all students MG**	23/28 82.1%	19/28 67.9%	15/21 71.4%
8th grade **long-term students MG/all students MG**	12/14 85.7%	11/16 68.8%	14/17 82.4%

82.1% of 7th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Reading Winter assessment are **long-term students.**

67.9% of 7th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Math Winter assessment are **long-term students.**

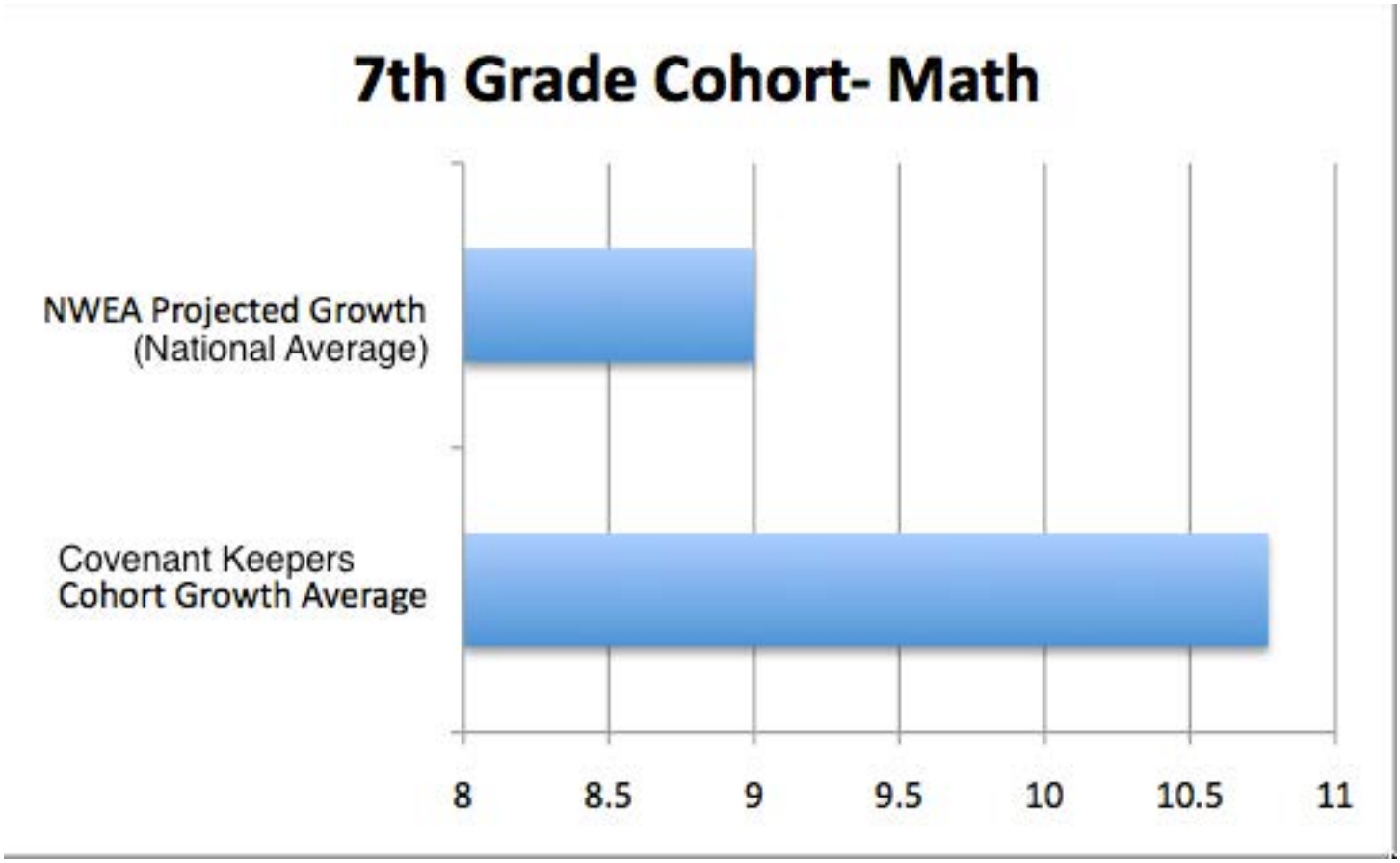
71.4% of 7th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Language Winter assessment are **long-term students.**

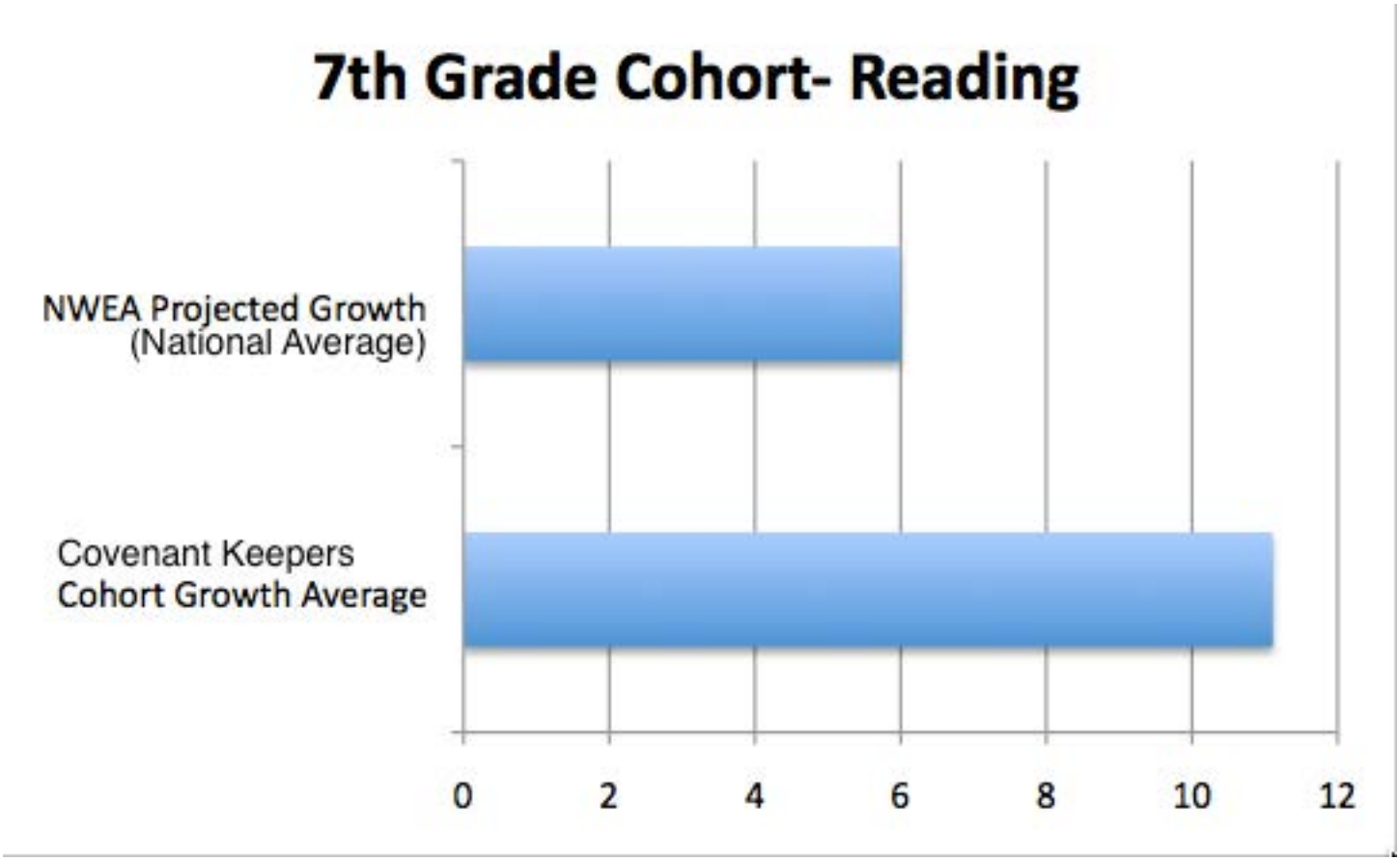
85.7% of 8th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Reading Winter assessment are **long-term students.**

68.8% of 8th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Math Winter assessment are **long-term students.**

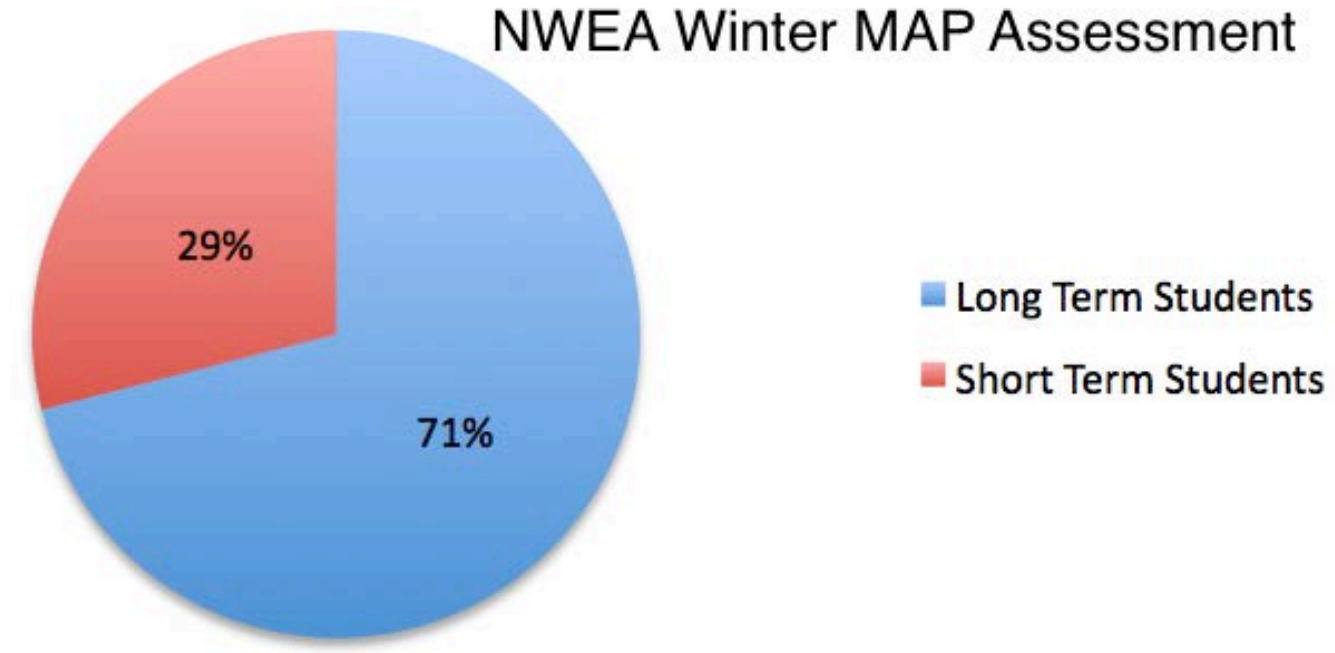
82.4% of 8th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Language Winter assessment are **long-term students.**

Note: An average of 50% of students nationwide meet their growth goal for any NWEA test. Covenant Keepers' long-term students have well exceeded this statistic.

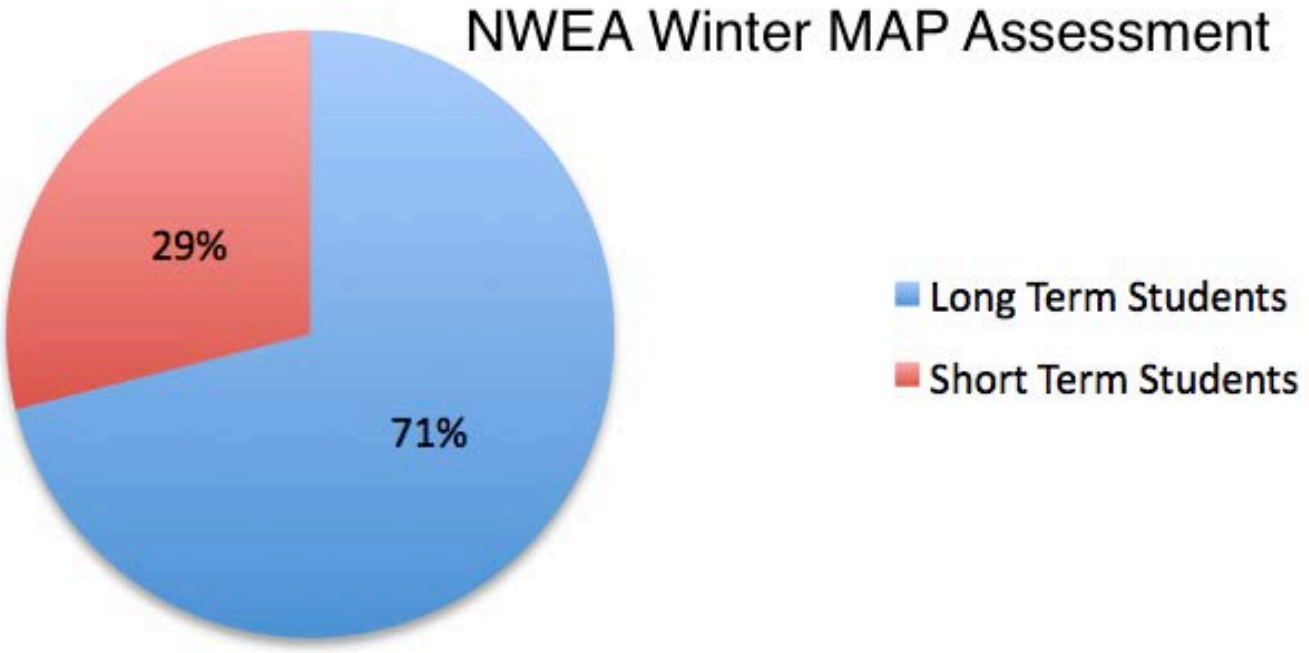

7th Grade Cohort- Math
NWEA Projected Growth
(National Average)
Covenant Keepers
Cohort Growth Average
8
8.5
9
9.5
10
10.5
11


7th Grade Cohort- Reading
NWEA Projected Growth
(National Average)
Covenant Keepers
Cohort Growth Average
0
2
4
6
8
10
12

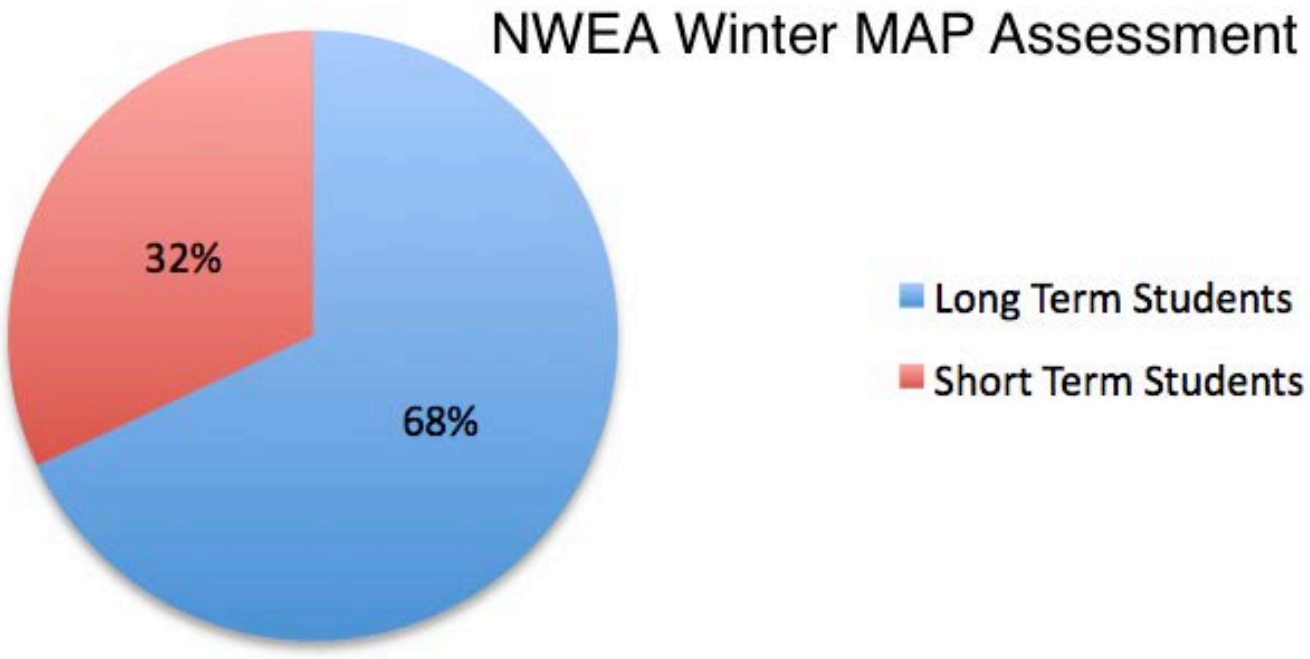
7th Grade Students Meeting Their Language Growth Goals

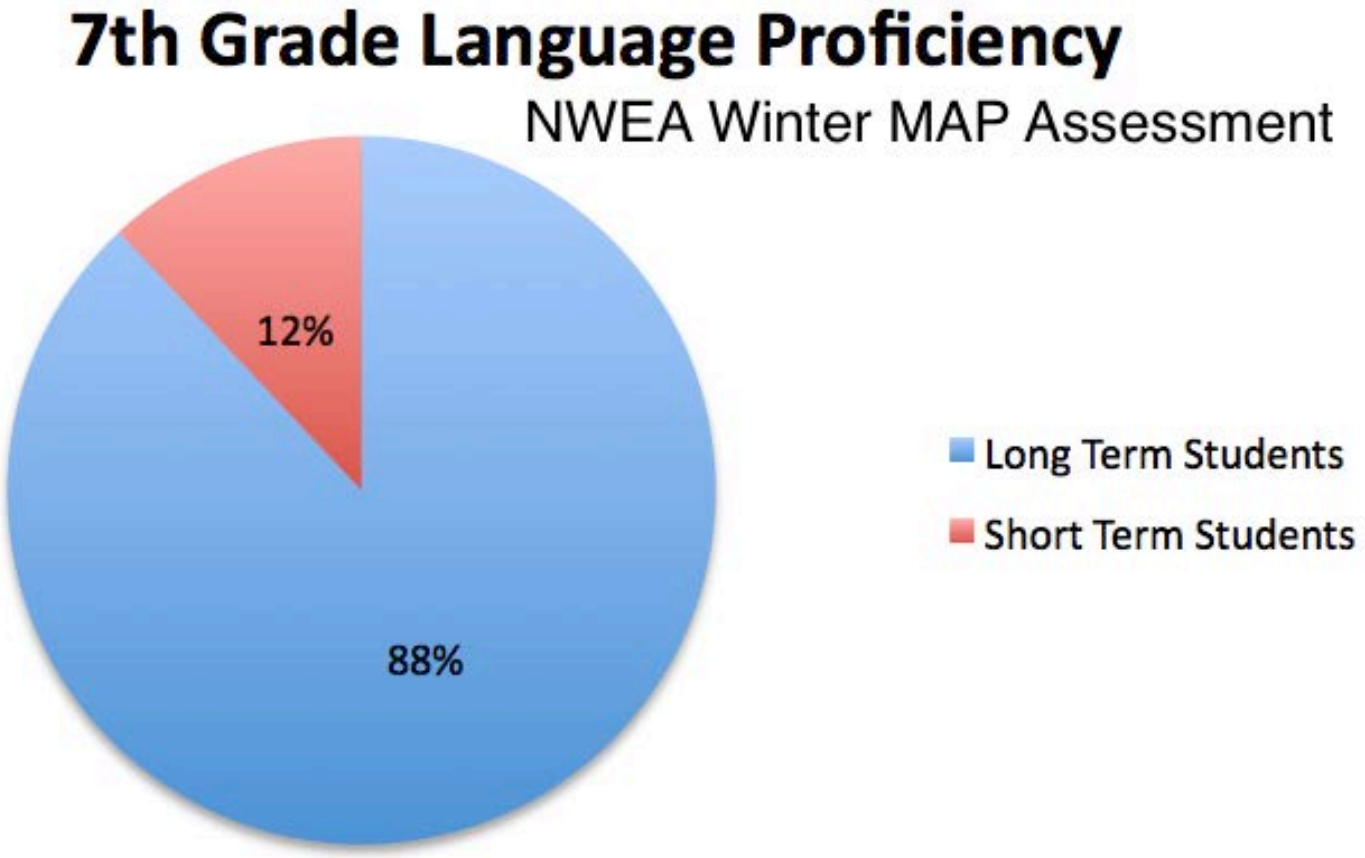


7th Grade Students Meeting Their Language Growth Goals

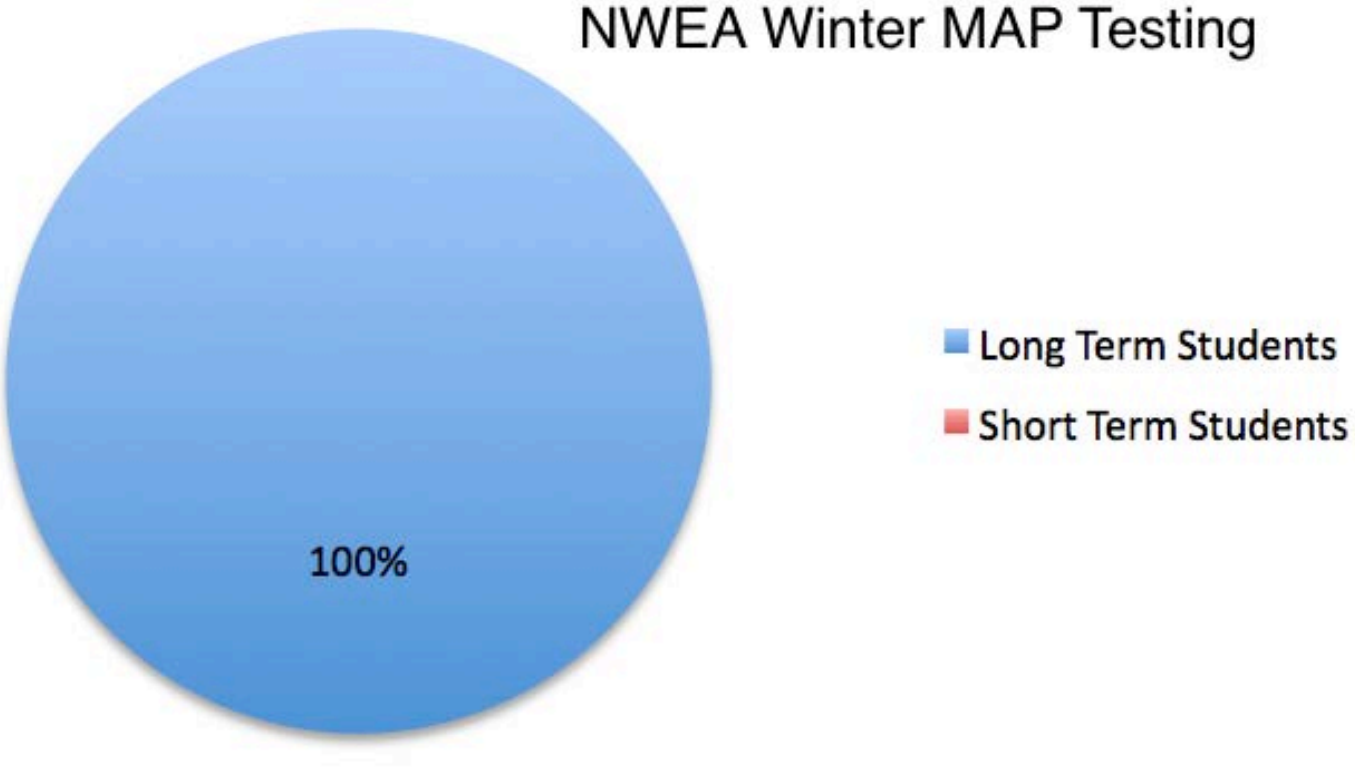


7th Grade Students Meeting Their Math Growth Goals

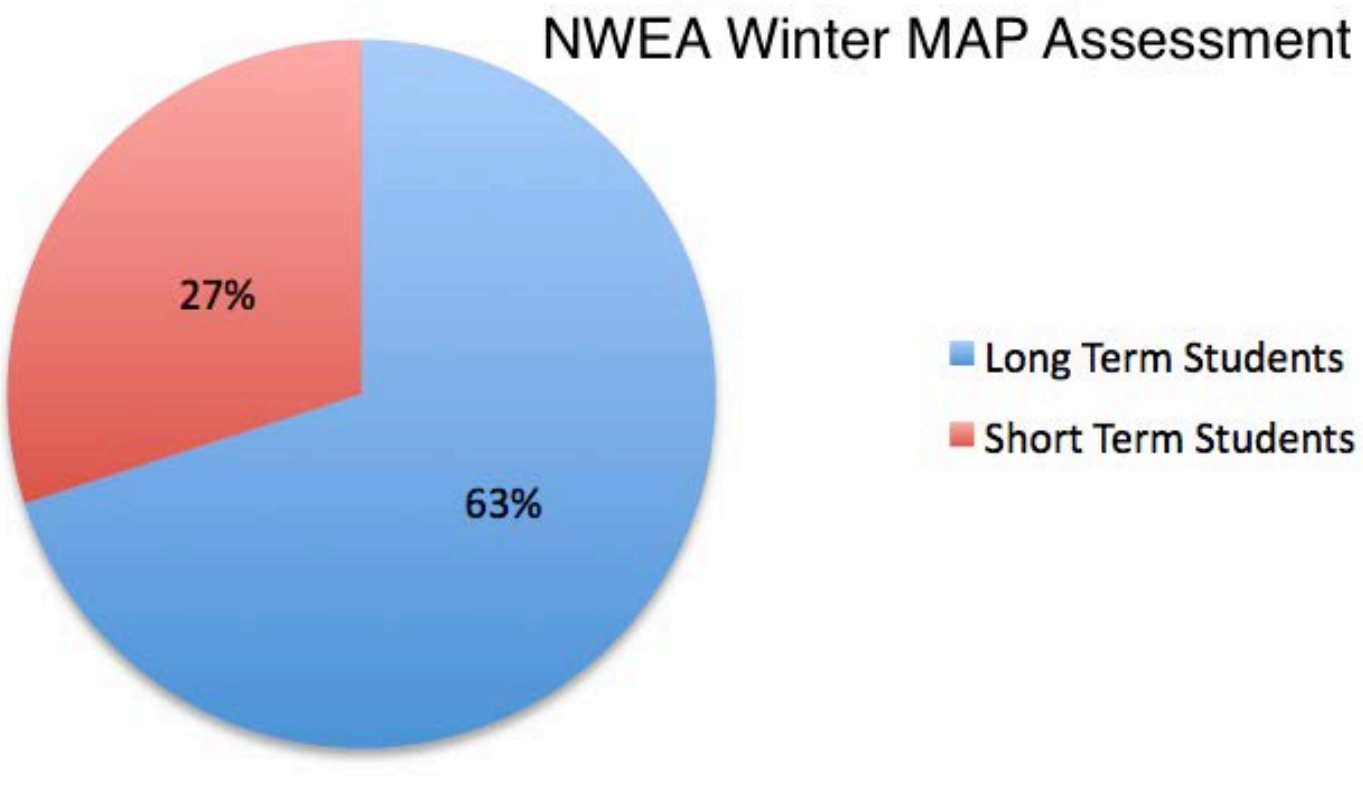


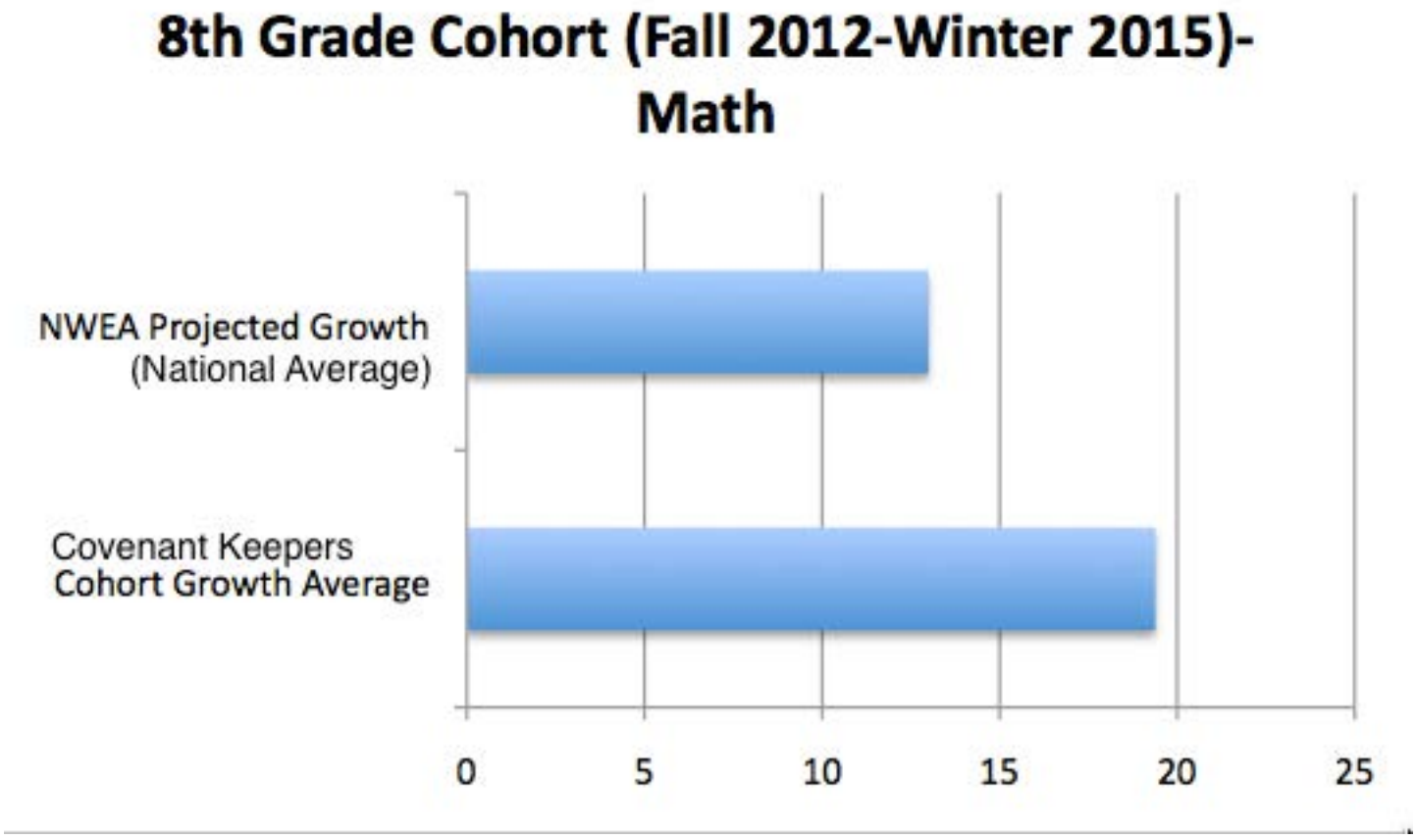

7th Grade Language Proficiency
NWEA Winter MAP Assessment
12%
88%
Long Term Students
Short Term Students

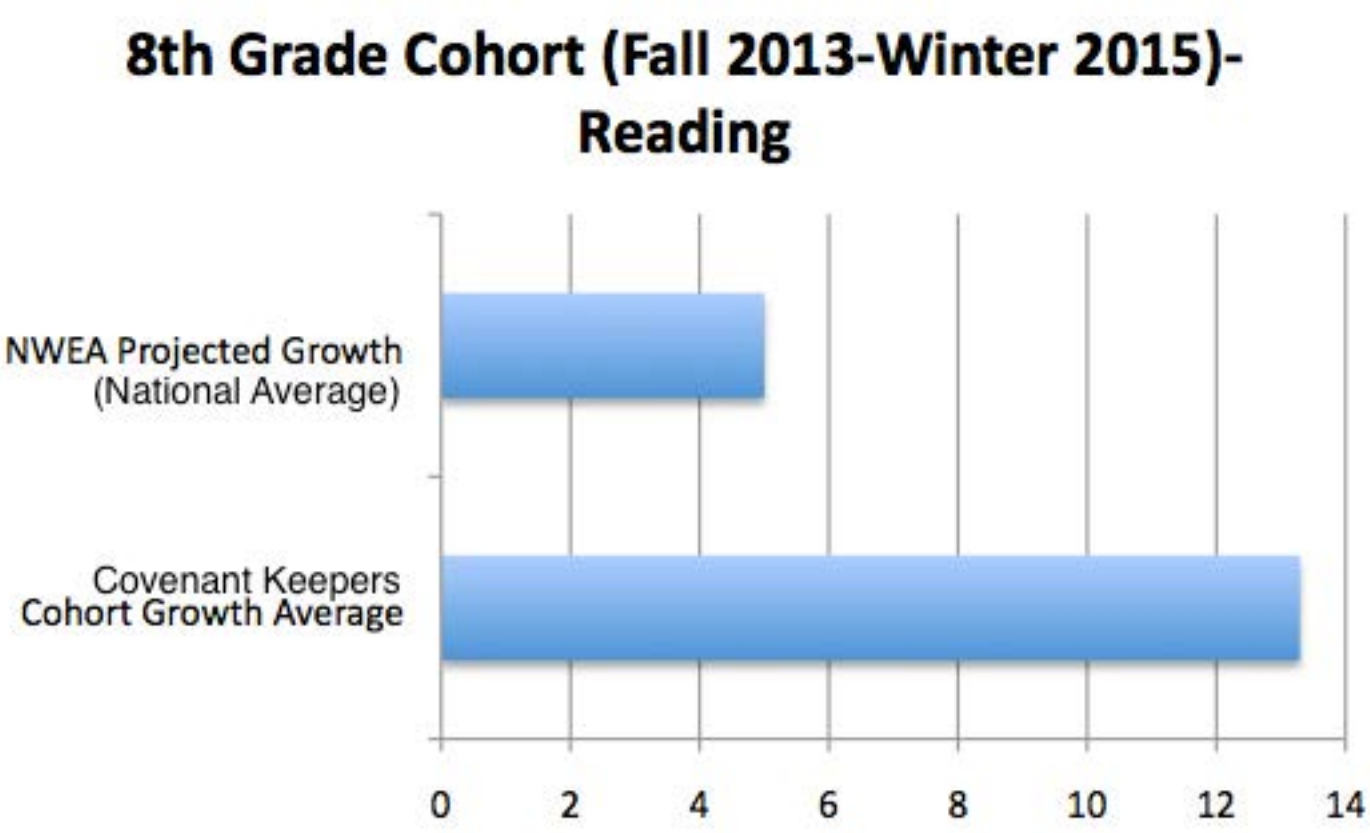
7th Grade Math Proficiency

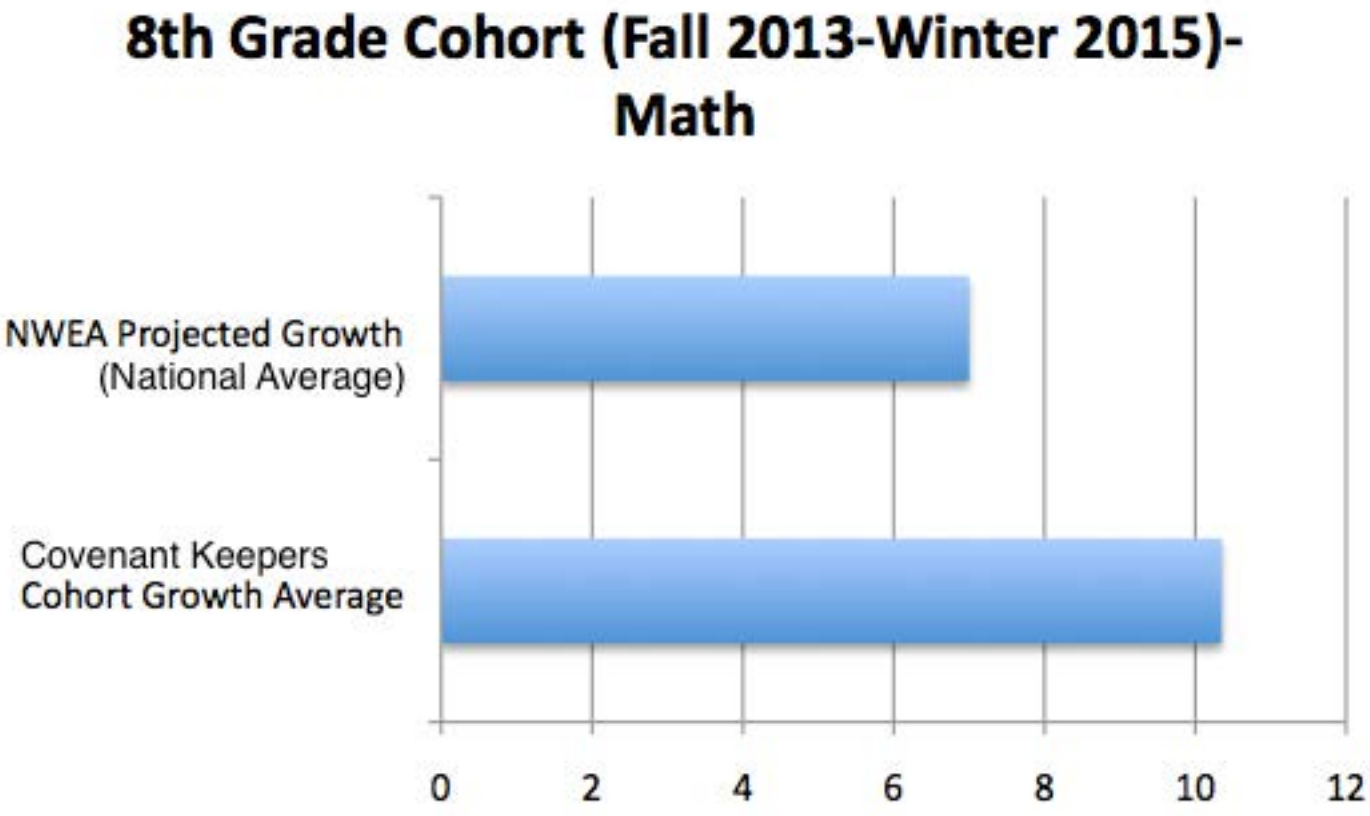


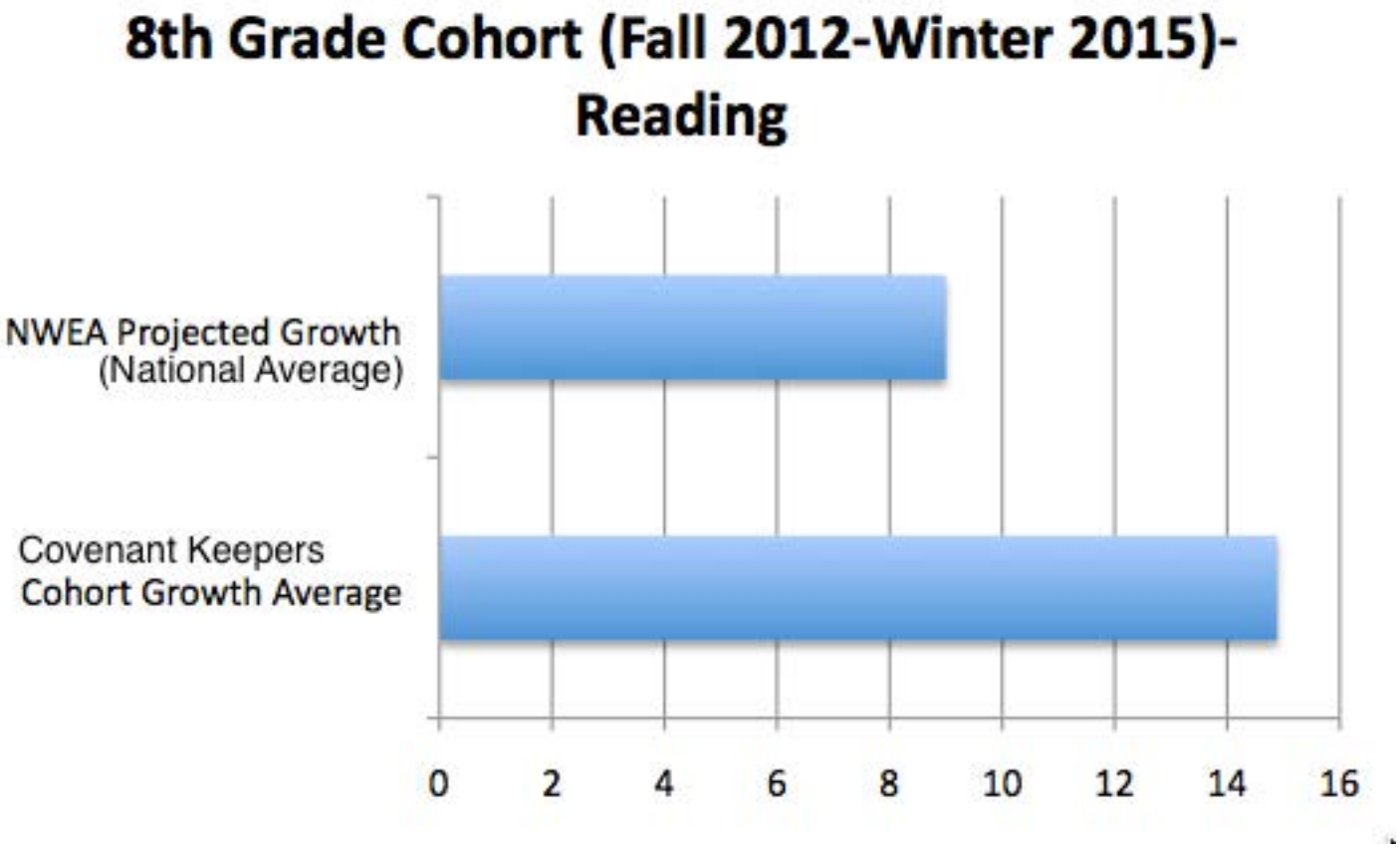
7th Grade Reading Proficiency

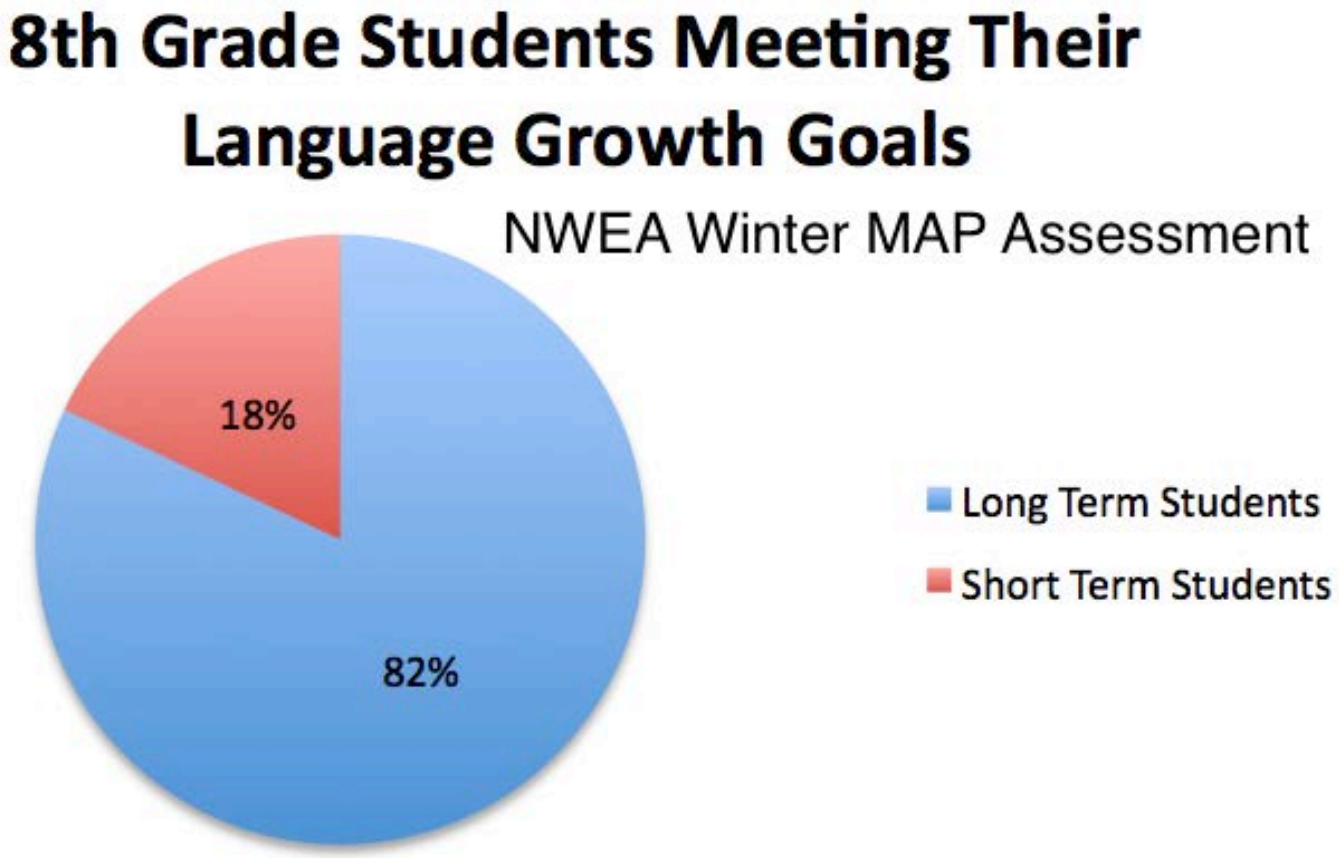


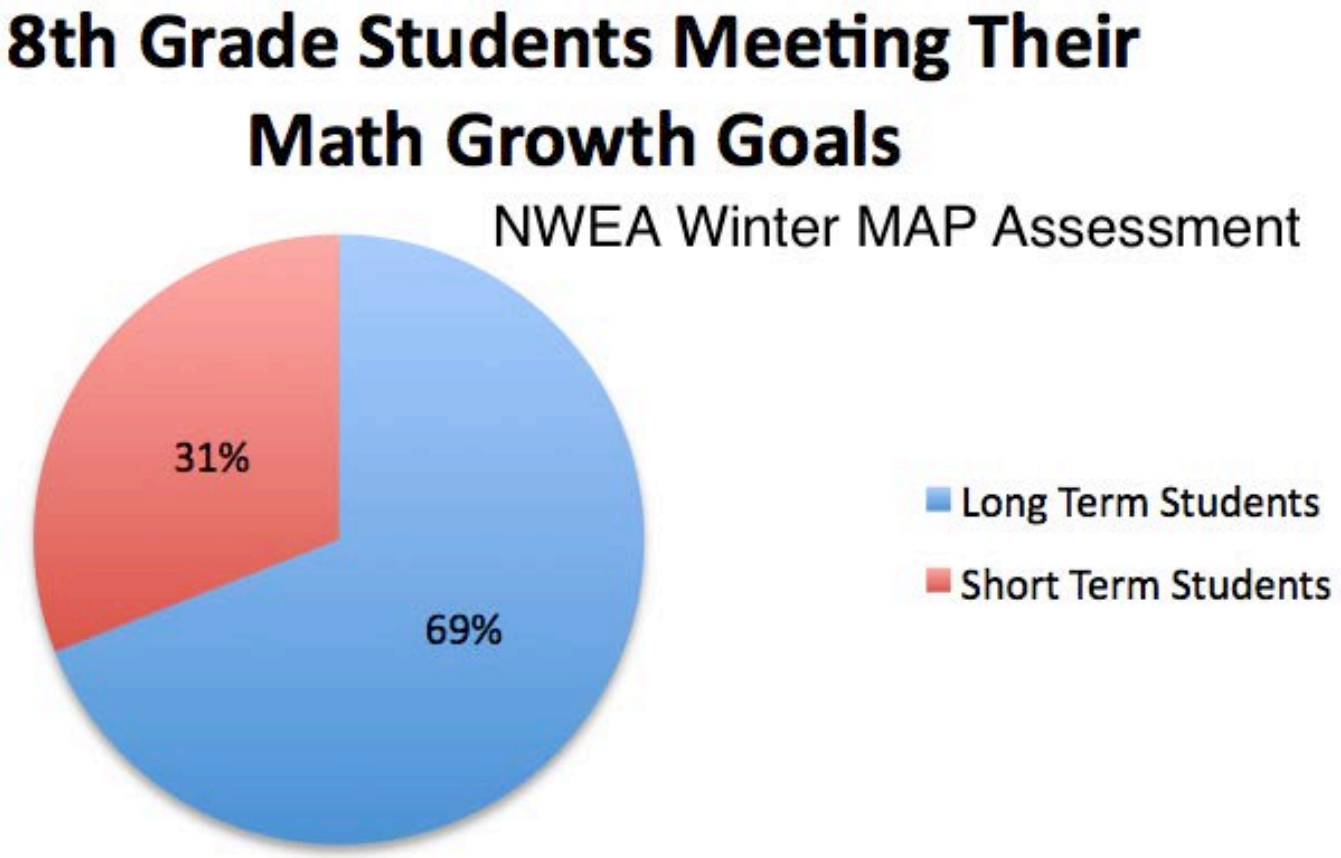

8th Grade Cohort (Fall 2012-Winter 2015)-Math
NWEA Projected Growth (National Average)
Covenant Keepers Cohort Growth Average
0
5
10
15
20
25

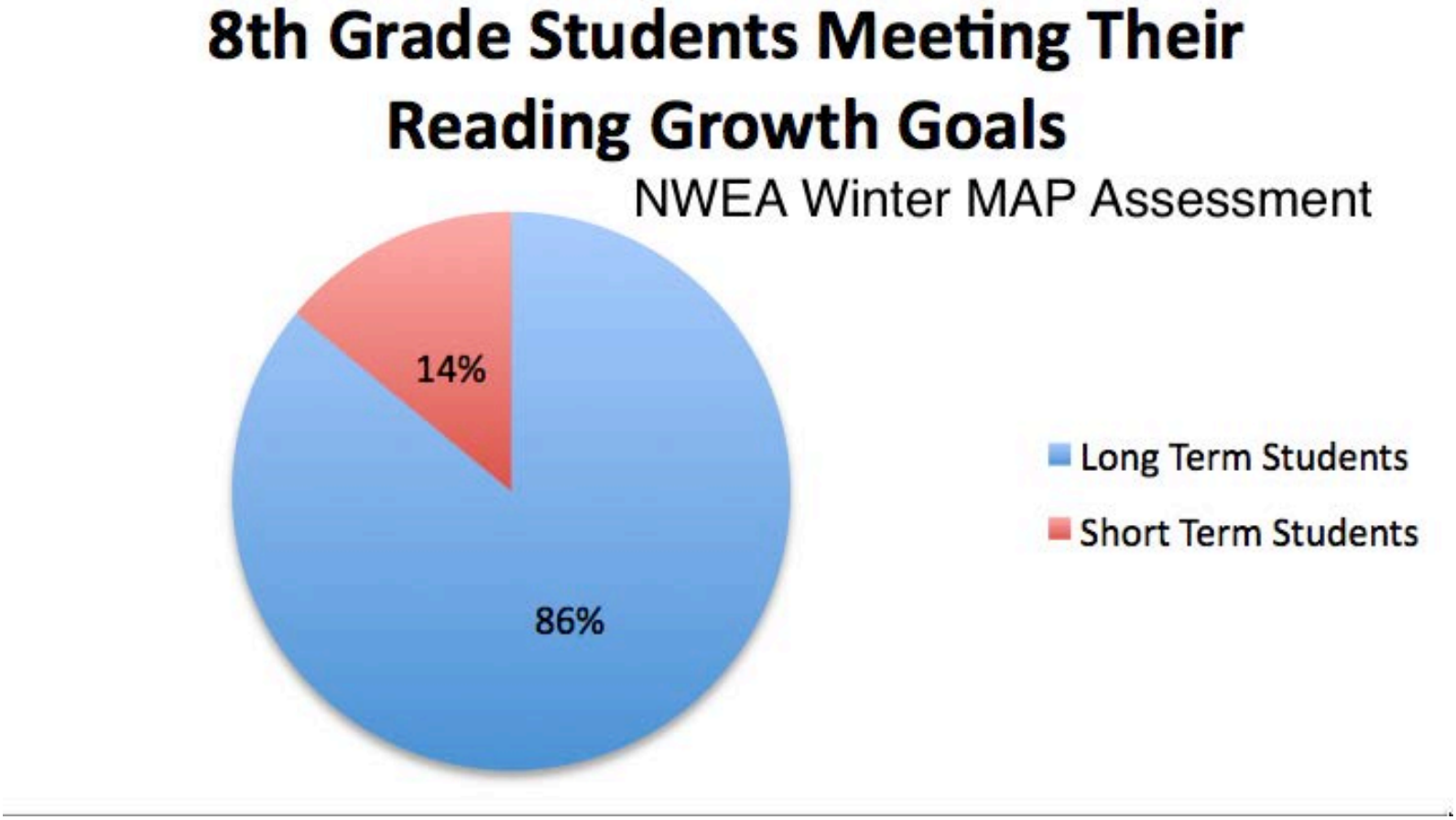

8th Grade Cohort (Fall 2013-Winter 2015)-Reading
NWEA Projected Growth (National Average)
Covenant Keepers Cohort Growth Average
0
2
4
6
8
10
12
14

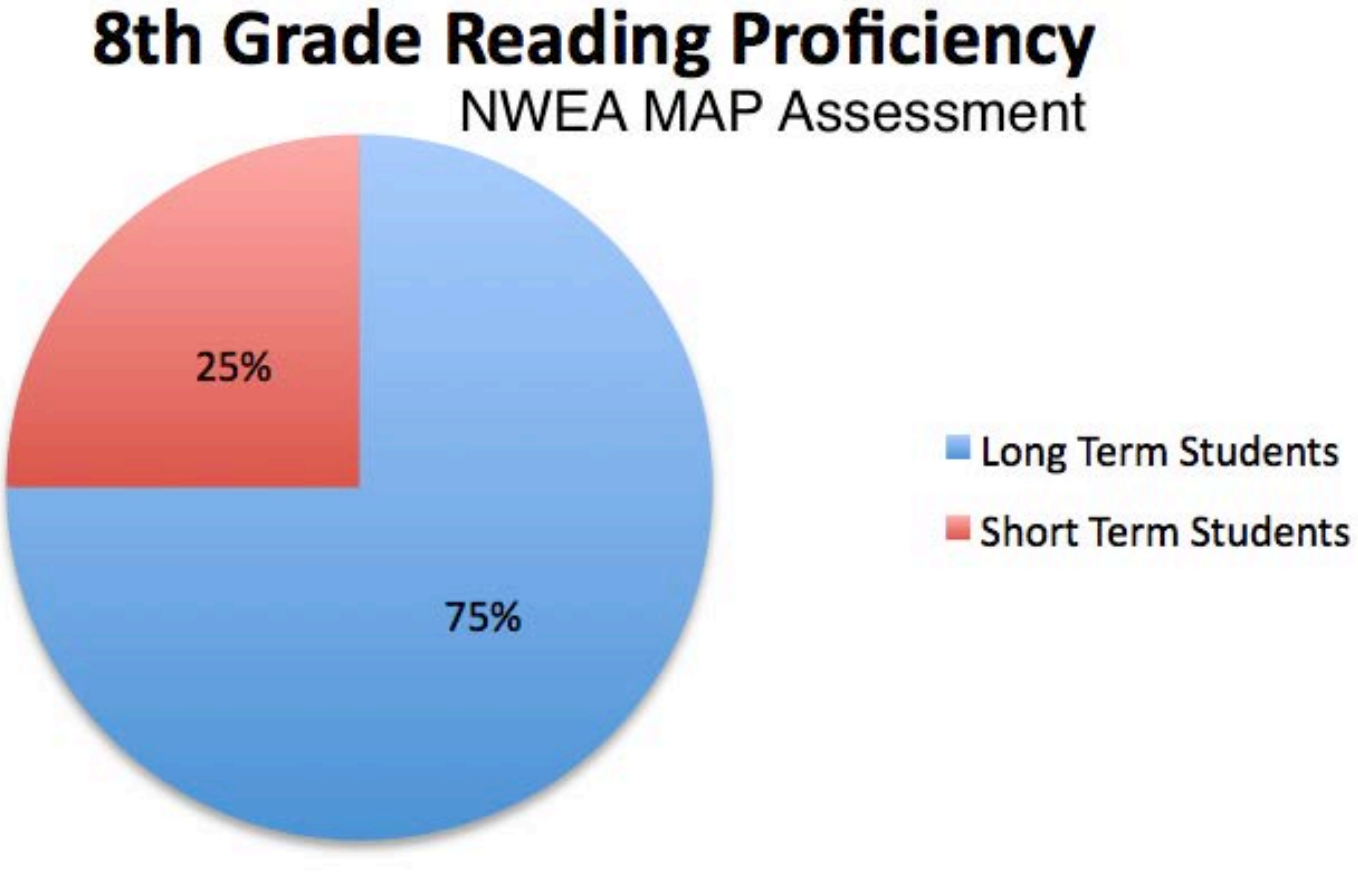

8th Grade Cohort (Fall 2013-Winter 2015)-Math
NWEA Projected Growth (National Average)
Covenant Keepers Cohort Growth Average
0
2
4
6
8
10
12

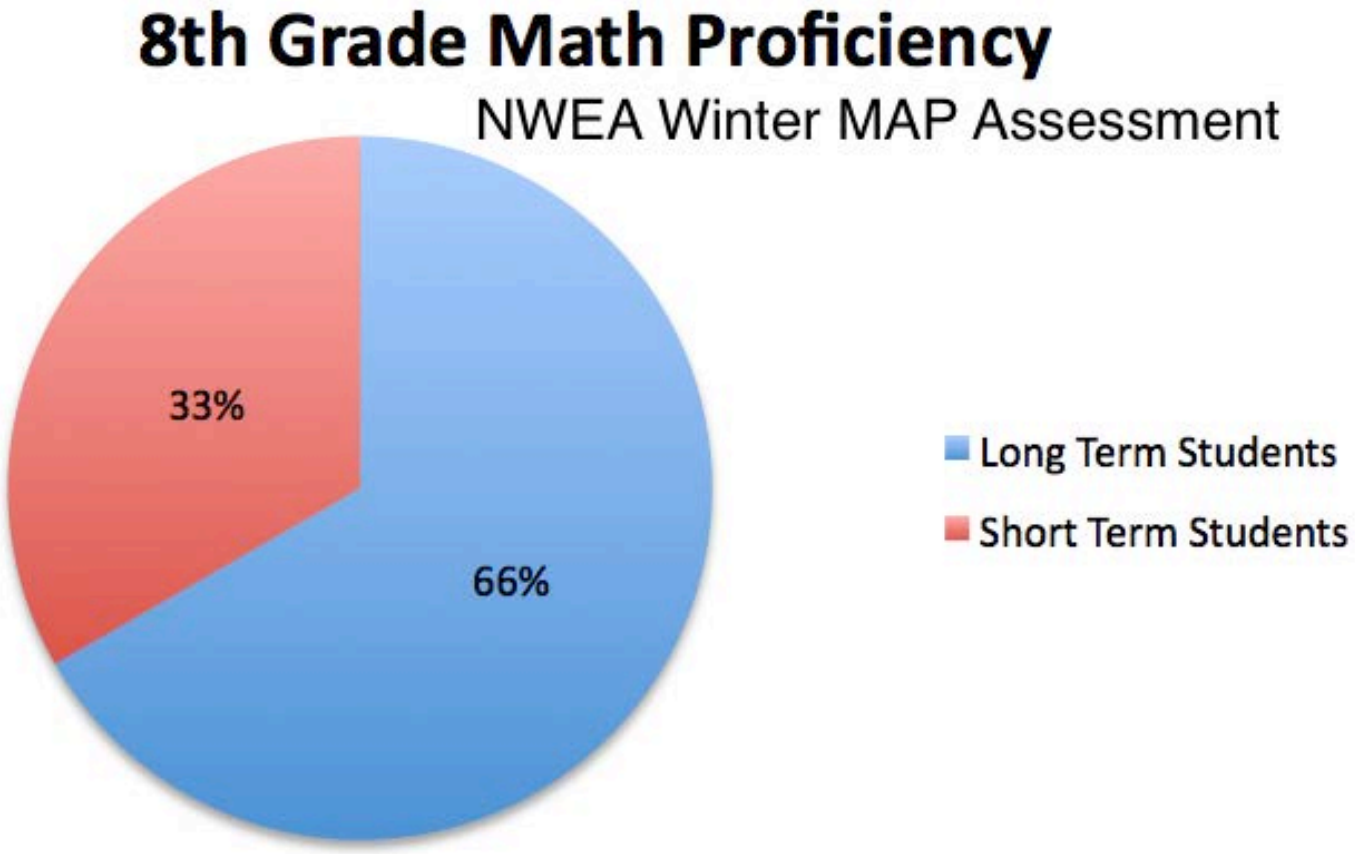

8th Grade Cohort (Fall 2012-Winter 2015)-Reading
NWEA Projected Growth (National Average)
Covenant Keepers Cohort Growth Average
0
2
4
6
8
10
12
14
16

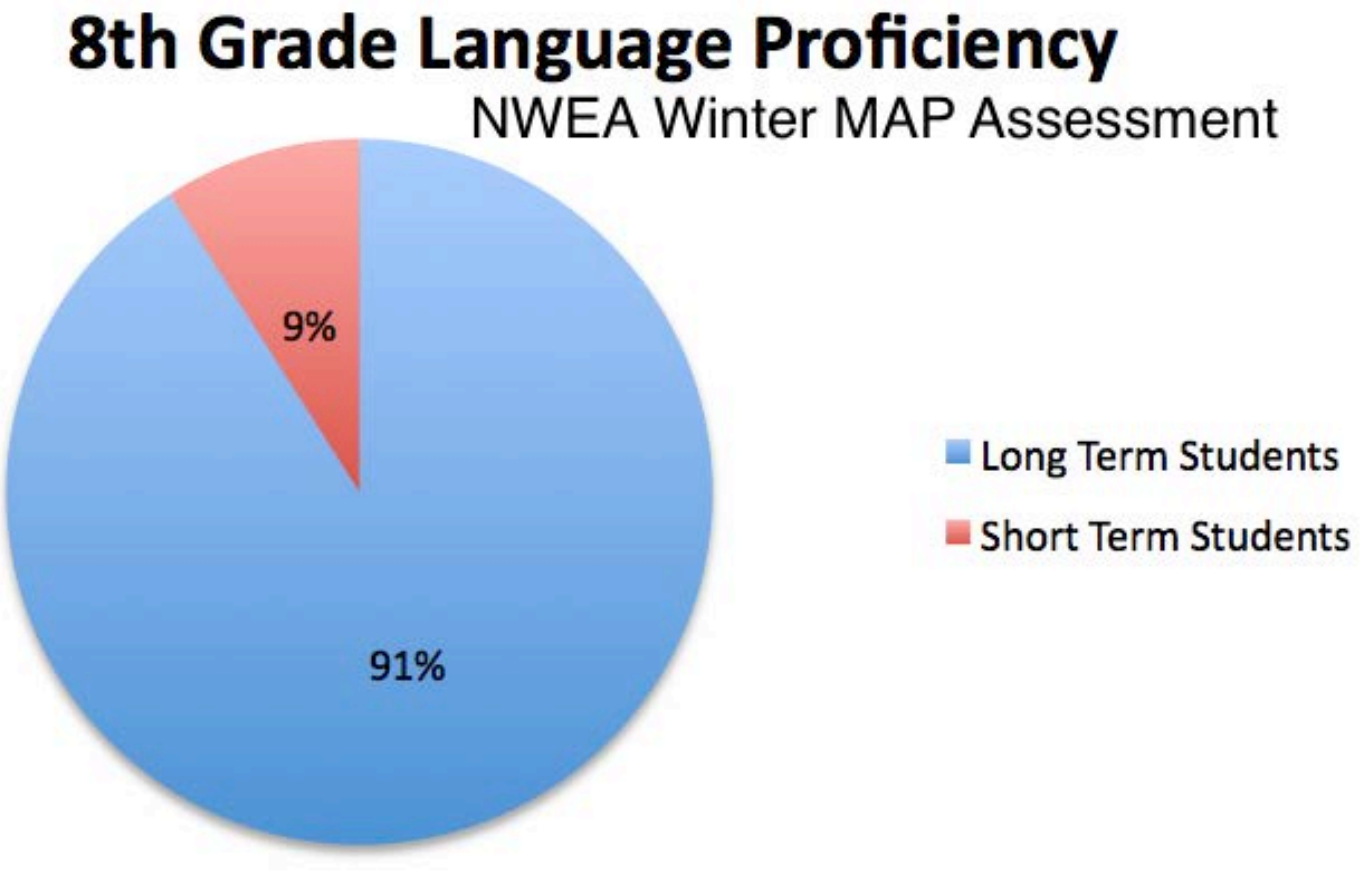

8th Grade Students Meeting Their Language Growth Goals
NWEA Winter MAP Assessment
18%
82%
Long Term Students
Short Term Students


8th Grade Students Meeting Their Math Growth Goals
NWEA Winter MAP Assessment
31%
69%
Long Term Students
Short Term Students


8th Grade Students Meeting Their Reading Growth Goals
NWEA Winter MAP Assessment
14%
86%
Long Term Students
Short Term Students


8th Grade Reading Proficiency
NWEA MAP Assessment
25%
75%
Long Term Students
Short Term Students


8th Grade Math Proficiency
NWEA Winter MAP Assessment
33%
66%
Long Term Students
Short Term Students


8th Grade Language Proficiency
NWEA Winter MAP Assessment
9%
91%
Long Term Students
Short Term Students

Third Quarter ESEA/ IMO Report

Date Completed: March 18, 2015

School: Covenant Keepers Charter School

District: Covenant Keepers Charter School

Status: Priority Academic Distress

Principal: Dr. Valerie Tatum

ADE School Improvement Specialist: Chante'le' Williams

External Provider: APSRC

Internal School Improvement Specialist: None

Highlights:

As reported by school:

- In the winter of 2015, we created the leadership team role of Student S.O.A.R. Coordinator (Lenard Blocker).
  S.O.A.R. stands for:
  -Setting Goals
  -Organizing
  -Asking Questions
  -Reflecting On Results

  Responsibilities of this position:
  -mentoring students targeted through Life Strategies Services

Third Quarter ESEA/ IMO Report

-Daily mentoring to encourage positive leadership skills in students
-Transitions all new students through the S.O.A.R. program for 2-4 weeks
-Conducts at-home visits as needed

-Increased enrollment in the 3rd quarter
-PARCC readiness: technically and academically

- NWEA Winter testing: many students had success meeting and exceeding their growth goals.
  -Teacher/student data talks in regards to Winter to Spring goals for NWEA tests (will conduct a survey in the near future to assess student perceptions of the data talk.
  -77% licensed teachers, 100% highly qualified teachers on staff

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

AS reported by District:

- Inclement weather right before PARCC testing impeded progress.
- Bandwidth is a problem; having to use all technology at the same time
- Communicating with the after-school programs: making sure all transitions are clear is an issue.
- Influx of kids- making sure all records/documentation is taken care of is a necessity.

b) Building Principal:

As reported by principal:

- Keeping the rituals and routines going across the whole school: simple things, such as standing at the door and having pencils are problems we face daily.

Third Quarter ESEA/ IMO Report

c) Building Leadership Team:

As reported by Building Leadership Team:

- Interruption of PARCC- making sure all students are ready to test was an issue.
- Acclimating new students to our school environment is a something that needs to be worked out.

d) School Improvement Specialist:

As reported by ADE SIS:

- The leadership team and teachers should continue to engage in inquiring about instructional improvement, the instructional leaders should also continue to monitor to ensure high quality instruction is present in every classroom all the time.
- Representatives from all stakeholders should use data from multiple sources to establish a coherent vision that guides leadership actions and decisions.
- It would be advantageous to have rigorous and regular reviews in place to assess progress to goals, make adjustments to strategies as needed, and guided systematic professional development, support and monitoring efforts (as related to common formative assessments).
- Academic Distress Recommendations work is being completed diligently.
- Deadlines are being met in a timely manner.

e) Other:

None

Additions/Revisions to current year's PIP/TIP:

None

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: _2__ Not Met: _0__

2. Student progress and achievement: Met: _0__ Not Met: _1__
3. Student safety and discipline: Met: _1__ Not Met: _0__
4. Parent and community engagement: Met: _0__ Not Met: _1__

Total IMO's this Quarter: _5__ Met:_3__ Not Met: _2__

<table>
<tr><th>IMO</th><th>Met</th><th>Not Met</th><th>IMO Area</th><th>IMO Date</th><th>Explanation/Supporting Data</th></tr>
<tr><td>By February 25, 2015, 100% of faculty will meet with the school leader to engage in a personal conversation on utilization of data from formative classroom assessments and PARCC like stimuli.</td><td>X</td><td></td><td>1</td><td>02/25/15</td><td>This was met during after school PD, PLCs, during a February 11 PD day.</td></tr>
<tr><td>By February 25, 2015, 93% of instruction will be based upon high yield strategies as evidenced by teacher lesson plans and classroom observation rubrics.</td><td>X</td><td></td><td>1</td><td>02/25/15</td><td>We met this, as evidenced by classroom reflective feedback from classroom observations conducted by members of the leadership team and our external provider.</td></tr>
<tr><td>By February 16, 2015 there will be an increase in the number of students performing at grade level (based on NWEA National Norms) by 25% as evidenced by performance on the MAP</td><td></td><td>X</td><td>2</td><td>02/16/2/15</td><td><u>Reading – Number of Students Proficient</u>

<table>
<tr><th>Grade/Winter # Tested</th><th>Summer Proficiency</th><th>Fall Proficiency</th><th>Winter Proficiency</th></tr>
<tr><td>6th- 43</td><td>10</td><td>9</td><td>12</td></tr>
<tr><td>7th- 55</td><td>8</td><td>10</td><td>11</td></tr>
<tr><td>8th- 41</td><td>4</td><td>10</td><td>13</td></tr>
</table>
</td></tr>
</table>

Third Quarter ESEA/ IMO Report

<table>
<tr>
<td>Assessment in Reading.

By February 16, 2015 there will be an increase in the number of students performing at grade level (based on NWEA National Norms) by 25% as evidenced by performance on the MAP Assessment in Math.</td>
<td></td><td></td><td></td><td></td>
<td>
<table>
<tr><th>Fall Proficiency Total</th><th>Winter Proficiency Goal</th><th>Winter Proficiency Total</th></tr>
<tr><td>29</td><td>37</td><td>36</td></tr>
</table>
Did we meet our 25% increase? No, we increased by 24%

<u>Math – Number of Students Proficient</u>

<table>
<tr><th>Grade/Winter # Tested</th><th>Summer Proficiency</th><th>Fall Proficiency</th><th>Winter Proficiency</th></tr>
<tr><td>6th-43</td><td>9</td><td>13</td><td>11</td></tr>
<tr><td>7th-54</td><td>8</td><td>11</td><td>6</td></tr>
<tr><td>8th-40</td><td>3</td><td>7</td><td>6</td></tr>
</table>
<table>
<tr><th>Fall Proficiency Total</th><th>Winter Proficiency Goal</th><th>Winter Proficiency Total</th></tr>
<tr><td>31</td><td>39</td><td>23</td></tr>
</table>
Did we meet our 25% increase? No, we decreased by 25%.

Even though we did not meet our proficiency goal, we did see an increase in students in 6th and 7th grade meeting their growth goals:
</td>
</tr>
</table>

Third Quarter ESEA/ IMO Report

<table>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>
<u>Reading – Percentage of Students Who Met Their Growth Goal</u>
<table>
<tr><td>Grade</td><td>Percentage Met in Fall</td><td>Percentage Met In Winter</td></tr>
<tr><td>6th</td><td>45%</td><td>57.9%</td></tr>
<tr><td>7th</td><td>49%</td><td>57.1%</td></tr>
<tr><td>8th</td><td>58.5%</td><td>45.5%</td></tr>
</table>
<u>Math – Percentage of Students Who Met Their Growth Goal</u>
<table>
<tr><td>Grade/Winter # who also tested in fall</td><td>Percentage Met in Fall</td><td>Percentage Met In Winter</td></tr>
<tr><td>6th-37</td><td>50%</td><td>54.1%</td></tr>
<tr><td>7th- 48</td><td>47%</td><td>58.3%</td></tr>
<tr><td>8th-32</td><td>63.4%</td><td>50%</td></tr>
</table>
</td>
</tr>
<tr>
<td>By February 10, 2015 there will be a 15% decrease from January data in the number of students attending ISS/OSS as determined by office records.</td>
<td>X</td>
<td></td>
<td>3</td>
<td>02/10/15</td>
<td>February Out of School Suspension/In School Suspension: 20
January Out of School Suspension/In School Suspension: 29
Yes, we saw a 31% decrease in OSS/ISS numbers from January to February.</td>
</tr>
</table>

Third Quarter ESEA/ IMO Report

By March 21, 2015; 60% of parents will receive instruction on how to assist their children at home with academic tasks through participating in 10th Period: Connecting Families To The Classroom, as evidenced by sign in sheets and parent participation surveys.		X	4	03/21/15	Families To The Classroom" event for 3rd quarter. However, we have rescheduled this event for May 14, which is well into the 4th quarter.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

Date Completed: April 08, 2015

School: Dermott High School

District: Dermott School District

Status: Title I Priority School and Academic Distress

Principal: Greg Evans

ADE School Improvement Specialist: LaDonna Spain

External Provider: None

Internal School Improvement Specialist: Heather Hardin

Highlights:

- Personnel and office staff are inviting and helpful when entering the building and office.
- The building administrator is present in the hallway before the start of school with one of the building coaches.
- There is evidence of student work samples posted in the hallways across several content areas with rubrics at the end of the quarter including Mathematics, Literacy, Science, and Social Sciences.
- Instructional facilitators are working in their offices, walking to and from classrooms, or teaching classes during the site visits.
- The building administrator was present during some of the review of the Interim Measurable Objective data review, but was pulled away for a parent meeting to collect missing data from the data binder.
- Teachers are mostly engaged with students during class time observations. Students are seen working from smart boards, discussing content with the teacher and other students, working on computers, or working from independent work at their desk. Objectives are posted in some of the classrooms. Teachers in other locations besides the classroom left notes on the door of the class location.
- Students greet visitors with smiles and open doors to the office for visitors. Students are now waiting behind the office counter instead of surrounding the administrative assistant's desk. This is a change in student behavior from the previous year when students could be found behind the office counter huddled around the administrative assistant's

desk. The administrative assistant worked to enforce office procedures from the previous year to the current year.

- Students are seen walking to classes on the right side of the hallways before classes begins. Hallway noise levels are low while students transition to classes. Students walk to classes instead of run as seen in the previous years.
- The principal Is sending weekly e-mails to the staff.
- The administrator took a group of students to eat lunch at Mazzio's Friday, March 20, 2015 for making all A and B grades last semester. He indicated in his e-mail to the staff that the trip was a reward for focusing on their grades and understanding that they are important to their future. He encouraged to staff to, "send some praise their way." He provided the list of students to the teachers that would participate in the incentive trip.
- Work plans for the building administrator and instructional facilitators are submitted by e-mail to the Arkansas Department Of Education School Improvement Specialist (ADE SIS) weekly the results are as follows**:**
- February Calendar and Work plan reviews includes:
- According to the Administrator's Work Plan, the focus of the week of February 16-20, 2015 included the following-

  A total of 1310 minutes were collected of time spent at school
  900 additional minutes were spent at ballgames for duty
  64% of the week was spent on TESS, Leadership Team, Instructional Team activities.
  34% of the week was spent on Other, Office, or Lunch duty.
  There was no school on Monday and the administrator indicated that he was not at school on Tuesday.
  Further breakdown included:
  Parent meetings 30 minutes / 2% of the total time
  Priority Improvement Plan (PIP)/ Interim Measurable Objective (IMO) 0/0%
  Other 75/6% of the total time
  Professional learning communities (PLC) 90/7% of the total time
  Leadership team 480/ 37% of the total time
  PD in school 0/0%
  PD outside of school 0/0%
  TESS 270/21% of the total time
  Meetings away 0/0%
  Office 260/20%
  Lunch duty 105/8%
- According to the Math Facilitator's Work Plan, the focus of the week of February 2-6, 2015 included the following-

  A total of 1220 minutes were collected of time spent at school
  Further breakdown included:

Professional learning communities (PLC)s 180/15%
Leadership Team 60/5%
Principal meeting 45/4% (including a 45 minute meeting with the internal district SIS not the administrator)
PD for Instructional actions 0%
Modeling/covering classes for Peer observations for teachers 630/52% (daily)
Observing and feedback to teachers 105/8%
Direct student instruction/intervention 50/4%
Small group PD 0%
Other 150/12% (including The Learning Institute (TLI) test uploads, Website search, 21st Century meeting)

- According to the Curriculum Coordinator's Work plan, the focus of the 24th week included the following-
  A total of 18 hours were collected of time spent at the high school and 1 hour at the elementary school of service. Monday was President's Day, Tuesday the Curriculum Coordinator was absent and Wednesday and Thursday was spent on PARCC monitoring of infrastructure testing.
  Further breakdown included:
  High school –
  Unit / Curriculum Review- 1 hour
  Organizational Structure Support- 5 hours
  Office other – 6 hours
  Technology planning 12 hours
- There is confirmation the Interim Superintendent reviews Arkansas Department of Education School Improvement Specialist reports. E-mail responses are submitted to the Arkansas Department Of Education School Improvement Specialist (ADE SIS) directly from the Interim Superintendent regarding concerns from the Arkansas Department Of Education School Improvement Specialist (ADE SIS) reports. The Interim Superintendent has agreed to begin attending all core and building leadership team meetings following the report from the Arkansas Department Of Education School Improvement Specialist (ADE SIS) of the lack of instructional leadership by the Administrator.
- According to high school personnel, the Interim Superintendent and Federal Program Coordinator assume district responsibly and decision making for the district as evident in District Leadership Team meeting minutes and reports from faculty.
- District School Improvement Specialist supports the building by facilitating the development of hallway bulletin boards including current student work with posted rubrics. There was a need for a bulletin board for a mathematics teacher to post student work outside the classroom door. The need was fulfill quickly by the central office. The mathematics teacher now has a shout out section reserved on a student praise wall located outside of the door. The shout out may

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

be written by students or the teacher. The students are encouraged to display the work that includes there name and grade as well as handwritten post its on the bulletin board.

- The District School Improvement Specialist saw a need for classrooms to have pencil sharpeners. The Federal Program's Coordinator submitted a work request for each teacher following the communication of the need to provide the sharpeners in a timely manner to the teachers. Today all teacher requests have been met according to the District School Improvement Specialist.
- As reported by the District School Improvement Specialist-
- co-taught with a math teacher during the 8th grade math boot camp
- facilitated the Parent Involvement Team meeting(s)
- maintains the hall television monitor by turned on the monitor daily and updating the information
- assisted with the gathering and analyzing data for Interim Measurable Objective (IMOs).
- reviewed active and completed Indistar tasks with team members.
- collaborated with Academic Distress team during their on-site visit.
- represented the district at a career fair along with the Superintendent and Curriculum Coordinator.
- met with the Rural Community Alliance representative to discuss a plan for developing Next Steps for their work with the district.
- organized a day for a group of parents to volunteer in the school where needed.
- The Core Leadership Team used the Turnaround Principal Implementation Rubric to self-assess the status of the Indicators selected by the Academic Distress Team during the regularly scheduled meeting on Thursday. All Principles were scored as a 2 except 2 which were self-assessed as a 3. Gathered evidence for the ADE selected Indicators of the 7 Turnaround Principles rubric.
- A needs assessment has occurred and is being reviewed and updated. Technical assistance and support are being offered in the development of the Priority Improvement Plan (PIP) and needs assessment quarterly
- Weekly progresses are being reported to the Arkansas Department Of Education School Improvement Specialist (ADE SIS) and Interim Superintendent by reports
- The Priority Improvement Plan (PIP) is in the revision process to address findings from Year 2 Priority Improvement Plan (PIP) report
- Began contributing information to the 3rd quarter report
- Assisted with administering and monitoring the PARCC exam for a week.
- Documented next step progresses and reported those in a reply to a Coaching Comment.
- The principal, SIS, and Interim Superintendent are continuing to discuss teacher effectiveness interventions.
- Professional development has been aligned to identify needs of teachers.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

- A positive behavior system is evident and used to improve the learning environment
- Collaborated with the Arkansas Department Of Education School Improvement Specialist (ADE SIS) to share the evidence gathered for the items on the rubric.
- The District School Improvement Specialist provided the following list of next steps/actions to be completed by the administrator and curriculum and instruction team prior to a two week absence:
- Discuss the Next Steps left by the Arkansas Department Of Education School Improvement Specialist (ADE SIS) with those assigned.
- Follow up with the progresses of the Next Steps left for the week of February 9 – 13, 2015 listed below:
- Building Administrator:
- In regards to this Next Step:
    - *Determine which students are not actively engaged in school activities and why*
    - Please gather the list of student members you requested the sponsors send to you and compare it to a master student list by grade (you can get that list from the building counselor). Identify the students who are not a member of any club, sport, etc… If you have not gotten a list of members from the sponsors yet, please ensure they get it to you ASAP. I would like to see the list of nonparticipating students when I return.
- In regards to this Next Step:
    - *Check grades for student progress periodically and at mid-term*
    - Since mid-term is here, request a progress report from Mrs. Bunn for students in math and literacy classes. After you identify struggling students, you can address the following Next Steps:
    - *Meet with individual teachers to discuss plans and student outcomes*
    - *Meet with some students identified as struggling to provide further support of teachers*
- Literacy Instructional Facilitator:
    - Observe a full period of teacher A and teacher B's classes daily. For teacher B, please alternate between the 3rd and 7th period 11th grade classes. Please make notes of what is observed and share them with the curriculum coordinator and building administrator. I will review them when I return. You may wish to use the Classroom Observation sheet that I created for the curriculum coordinator.
    - During the Common Planning Professional Learning Communities (PLC), please review the RtI process with the teachers and ensure they are documenting the assistance they provide struggling students. Review student-

learning data.

- Math Instructional Facilitator:
  - Please lead the Common Planning Professional Learning Communities (PLC) and review the Response to Intervention (RtI) process with the teachers and ensure they are documenting the assistance they provide struggling students. Make sure teachers identify struggling students, students who are on level, and students who are excelling per class. Have them make brief notes about why the students are struggling. I would like to see each teachers' notes when I return.
- Curriculum Coordinator:
  - Please attend the elementary Professional Learning Communities (PLC) this week and present the Response to Intervention (RtI) process, Interim Assessment Remediation Plan, and My Selfie to the teachers.
  - During the PD on Friday, could we also use that time to hold a Vertical Team meeting? If so, please have the teachers sign in on a separate sign in sheet documenting the meeting. The Math Facilitator is going to lead the Math Vertical Team Meeting during that time. Since all the teachers will be together at that time, it will be good opportunity to present information related to vertically aligning to them.

- **Sampling of Building Leadership Team activities during 3rd quarter include:**
  - In the after school building leadership team, the Student Safety and Discipline Team and Parent Involvement Team Chairpersons gave updates from their team feedback form. The feedback form was created by the District School Improvement Specialist to provide a structure for the team reporting.
  - The team discussed the problem of repeat offenders when it comes to discipline referrals. One member posed the question, "What intervention can we put into place to help decrease repeat offenders?" Members of the team brainstormed ideas such as role models, behavior contracts, and positive reinforcements. Specific students and their circumstances were discussed. It was decided that the Student Safety and Discipline Team will explore targeting those repeat offenders and assigning them a mentor teacher. (The above meeting decisions and actions are occurring in absence of the Priority Improvement Plan (PIP) process and leadership team discussions.)
  - The team identified students who would be interviewed by the Academic Distress Team.
- The District School Improvement Specialist assumed the role of assistant to the Family and Community Engagement team. According to the district school improvement specialist, the Family and Community and Safety and Discipline teams provided an update to the Building leadership team during the regularly scheduled meetings. Both subcommittees are on target to reach their 3rd quarter goals in February according to the District School Improvement Specialist and team meeting minutes.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

- According to the district school improvement specialist, the web site survey was reviewed by the Family and Community Team. There were 13 responses. (The survey remains on the website on 4/11/2015 without indication of removal, updates, or next cycle of data analysis from current responses.) The full results of the on line survey were not disclosed to the Arkansas Department Of Education School Improvement Specialist (ADE SIS); however, the team is focused on ways to build student pride. An action plan is being developed to address the survey findings. The team decided to give the survey again to stakeholders by paper copy instead of using the website to encourage participation in the survey. (The decisions and action plans are in absence of the Priority Improvement Plan (PIP). The District School Improvement Specialist and ADE school improvement specialist discussed the possibility of the development of an action plan on a word document to be uploaded in the Document Upload section of the Indistar system in the future.)
- The Parent and Community Involvement Team are working on the following:
    - share calendar with stakeholders
    - Collect all surveys provided to stakeholders and analyze the results to report findings and plan to address needs found within the result.
    - discussed the status of the Interim Measurable Objective (IMO) for positive parent contacts and it was determined that it was met.
    - reviewed the outcome of the African American History program presented by the art students.
    - discussed the Volunteer Board that is going to be posted in the front office and reviewed the teacher requests form for teachers to posts requests for volunteers on the board.
    - reviewed a “timeline” for next year regarding when specific events should occur during team meetings. The item is still in review.
    - discussed details of the Black History Month Skit scheduled for February 27, 2015. A signup sheet was passed around to the teachers asking for donations for items to have a Cast Party after the skit.
    - reviewed the four methods of outreach: Facebook, School Reach, Remind101, and church bulletins.
    - gathered a list of pastor/ secretary emails for the team to send notifications of events to.
    - discussed a “Volunteer Board”. This would allow the teachers to post information about what they may need a volunteer for in their classroom.
    - discussed updating the Parent Volunteer Handbook to include necessary items such as a bell schedule, map of the school, dress code, etc…
    - reviewed the website survey results and brainstormed ideas for activities that would increase student pride in the school.
- Student Safety & Discipline Team activities as reported by the district school improvement specialist-
    - Referrals are down; the Interim Measurable Objective (IMO) is being met. The team members reviewed perfect

attendance data which totaled 128 students and discipline referrals for a two week time span which totaled 7 referrals. The team charted referrals before Interim Measurable Objective (IMO) were due and determined they were significantly reduced due to students taking part in the PARCC exam each day. For the upcoming year, the team discussed updating the tardy policy and dress code.

- With the boot camp going on this week, there has been an improvement on the discipline slips that are being turned in; this is accredited to the personnel in charge of the boot camps.
- The nurse's report shows no issues.
- The Dean of Students and a team member conducted a safety walkthrough through the building, including the band hall. There are no safety issues at this time.
- The Dean of Students discipline focus walks are "pretty much positive."
- There were plans in motion for rewarding those students on the A/A-B honor rolls from last semester. The funding is in place to take these students out to eat in Monticello. There are 13 students total (double our original estimate), and the date (originally proposed to be March 6). The new date is March 13. Mr. Evans is chaperoning, and will be taking the students to Mazzio's pizza. Permission slips need to be typed and sent out. A team member created permission slips for the students, the dean of students called the students out.
- A reward for the Practice PARCC test was completed during lunch.
- Handbook changes included:
- Tardy policy
- First semester exemption
- Lunch time d-hall needs to be added
- Revisit dress code
- Next steps:
- The Dean of Students needed to acquire a list of those students with no discipline referrals
- The Dean of Students and Building Administrator reviewed the handbook for any additional changes that needed to be made, in preparation for April meetings.
- The Literacy Facilitator and Literacy Professional Learning Communities (PLC) team met to identify the students performing, remaining the same or regressing interim assessments by developing a portable data wall.

- The facilitators are working with the teachers to ensure the Professional Learning Communities (PLC)s are used to review classroom assessments and The Learning Institute (TLI) results to adjust instruction as determined by data. This is being done through teacher reports following module assessments. The reports are submitted to the facilitators. After reports are submitted the teachers identify the areas of weakness. Once this is done a date is selected for reteaching and retesting. This is completed every two weeks.
- **Highlights as reported by the Core Leadership Team-**

- Literacy students in grades 7-9 have significantly improved their open response scores on the interim assessment.
- Students in Algebra II continue to score high on the interim assessment.
- The Leadership Team has completed several Next Steps.
- Both Interim Measurable Objective (IMO) for Parent and Community Involvement were met.
- Several assemblies have been held where parents were invited.
- Students participated in boot camps to prepare for PARCC exams.
- Students appear to be trying harder on PARCC practice tests and interim assessments.
- The quality and quantity of units of instruction being produced are improving.
- Ten students were presented Math awards at a local banquet. One of those ten was awarded a scholarship.

- **Coaching reviews from the Arkansas Department Of Education School Improvement Specialist (ADE SIS) were submitted to the district and high school including the following:**

High School Coaching Reviews:
2/27/2015
Dermott Leadership Team-

Please take a moment to watch the following video on youtube.com entitled Improving Education: the View from Jones Elementary School. Listen to how the Vision can positively affect the culture and climate of the school.
Improving Education: The View from Jones Elementary School /Improving Education: The View from Jones Elementary ...
View on www.youtube.com Preview by Yahoo

This school is considered a high-performing high-poverty school, and much of what is discussed in the video is what we are trying to replicate in Dermott High School. This school was one of five schools in the nation profiled by the U.S. Department of Education.

The video includes a teacher named Justin Minkel who was the 2007 Arkansas Teacher of the Year/2006 Milken Educator. His principal, Ms. Melissa Fink, has been recognized by the Arkansas State Board for her outstanding work and she received the service award for going above and beyond.

I have contacted Mr. Justin Minkel and requested to have him and his principal video chat (ZOOM) or visit in person with some of the schools in which I work and would love for him to visit Dermott.

Let me know if you are interested in this resource.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

2/27/2015
Dermott High School Leadership Team-

The Rural Community Alliance (RCA) Policy and Education Director for the state of Arkansas has requested alignment of community involvement efforts with the Dermott schools. The Rural Community Alliance (RCA) Policy team have provided fund support in the past for student incentives and can provide future fund support for more incentives. Rural Community Alliance (RCA) Policy Director, is very interested in getting the community involved in the efforts of the school to address the academic distress needs in Dermott to extend support.

Rural Community Alliance (RCA) Policy Director provided two community members names to provide to the district that are very strong community organizers as well as other people in the community who are key to generating community support for the school, and that she is also very willing to do that. She also feels that the Rural Community Alliance can take a more active role in the school's efforts.

I think that Dermott can continue to benefit from this stream of funding and support of time.

I strongly suggest that we take advantage of this resource at the high school.

They are eager to provide more services and resources to High school and the district. Since there are systems in place for parent and community involvement including a District Parent Coordinator, Parent Facilitators, and Family and Community Involvement teams, this organization can naturally support the internal system in Dermott.

Here is the RCA director's title and contact information:

Lavina Grandon
Rural Community Alliance
Policy and Education Director
4408 Blankenship Road
Everton, AR 72633
870-429-6543 or 870-365-6894
grandon@thenewrural.org
www.thenewrural.org

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

Please respond when this Coaching Review has been read by the leadership team and what actions will be taken to move forward with this resource.

1/09/2015
Several leadership team members were asking about Academic Distress status information during the last leadership team meeting. Please find several resources from the ADE Website about Academic Distress. For more information please visit the Arkansas Department of Education's website at http://www.arkansased.org/ .

*Related Laws
A.C.A. § 6-15-425 School Improvement or academic distress
A.C.A. § 6-15-428 Academic distress identification, notification, classification, and appeal
A.C.A. § 6-15-429 Academic distress – Required action
A.C.A. § 6-15-430 State Board of Education authority over a public school or school district in academic distress
A.C.A. § 6-15-431 Academic distress rules and regulations
A.C.A. § 6-18-227 Arkansas Opportunity Public School Choice Act of 2004

*Related Rules
1. Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)
and the Academic Distress Program September 2014
http://www.arkansased.org/public/userfiles/rules/Current/ACTAAP-FINAL_-_September_2014.pdf
2. The Public School Choice Act OF 2013 September 2013
http://www.arkansased.org/public/userfiles/rules/Current/School_Choice_Rules_Final_September_2013.pdf

01/07/2015
District Leadership Team,

The following e-mail was sent out by the SEARK Cooperative reminding districts and schools to complete the Arkansas Professional Development Survey. Where are the schools in the completion of the survey? We will want to use the results a part of the needs assessment data used to determine districtwide and specific school professional needs. Building administrators and leadership teams should use the survey results as one source of information to develop the 2015-16 Professional Development Plan and align to TESS building wide next steps.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

E-mail-
reminder – please forward to all of your certified staff to complete – deadline january 23rd.

Arkansas Professional Development Needs Survey 2014-2015

The Arkansas Professional Development Needs Survey was developed by education cooperatives in Arkansas. The purpose of this survey is to gather data to plan professional development provided by the co-op that meets the needs of your district. This data will also be available for you to use in planning your local professional development. Once this survey is completed by your certified staff, we can generate a district and building report and send to you by email.

Please get 100% of your certified staff to complete the survey by the deadline of January 23rd.

Below is the live link for the Arkansas Professional Development Needs Assessment Survey (2014-2015). Please forward this link to all certified staff to complete.

http://www.surveygizmo.com/s3/1879721/Arkansas-Professional Development (PD)-Needs-Survey-2014-2015

Thank you for your assistance in gathering this valuable information.

Southeastern Arkansas Educational (SEARK) Cooperative

A District Leadership Team meeting occurred on Monday, March 03, 2015. Minutes included the following:

Celebrations not reviewed.

Coaching Comments- not reviewed

Approval of last meeting minutes – not reviewed

Old business- not discussed

Indicators to assess, plan, or monitor – not discussed (but listed below the plan is to assess and plan required

Indicators and meeting was scheduled for Tuesday, March 10, 2015 to continue to the district's work.

I. PARCC
The PARCC test is scheduled for next week and the week after next. A schedule is in place.
II. Academic Distress site visit
The Memo sent to the Interim Superintendent detailing the Academic Distress On-Site Review visit was distributed to the members present. The team developed a schedule for the day of the review.
Schedule for Interviews
8:00-9:00 Interview with Principal
9:00-10:00 Interview with Leadership Team
10:00-11:00 Interview with Instructional Facilitators
12:00-1:00 Interview with Focus Group Teachers
1:00-1:45 Interview with Student Focus Group 1
1:45-2:30 Interview with Student Focus Group 2
2:30-3:15 Interview with Superintendent and Support Staff
3:15-4:30 Interview with other District Level Personnel
III. Updates---Departmental updates
Interim Superintendent/ Elementary Administrator shared that she is finalizing the calendar and asked that the High School Administrator provide her with any events to add to the calendar. The High School Administrator stated that he had recently posted a calendar in the teacher's lounge for teachers to post events.
IV. Upcoming Events
PARCC Testing, Basketball Tournament, Spring Break
V. Indistar/indicators updates
The Leadership Team will meet weekly until the remaining Indicators have been assessed and planned for. The next meeting will be next Tuesday.
The next meeting agenda scheduled to occur Tuesday, March 10, 2015 does not indicate which Indicators will be assessed or planned.

The following next steps were addressed during third quarter according to the administrator, Interim Superintendent, and district school improvement specialist:

- Attend Instructional Facilitator meetings to remain current with Math and Literacy The Learning Institute (TLI)

outcomes and expectations. The principal has attended some of the meetings according to the district Interim Superintendent, and district school improvement specialist.

- Meet with individual teachers to discuss plans and student outcomes . According to the administrator this is done with Teacher Evaluation Support System (TESS) with the teachers. Frequency, evidence of the practice, and documentation was not provided to the Arkansas Department Of Education School Improvement Specialist (ADE SIS).
- Each team member review their assigned Task Report to stay on task with the Priority Improvement Plan (PIP), document things as they happen (The tasks are reviewed during the core leadership team meetings. As evidence of leadership team meeting minutes. The Task reports on the wall contain January dates.)
- Checking grades for student progress periodically and at mid-term. (The Administrator and Instructional Facilitators are checking grades before progress reports according to the Interim Superintendent. Evidence of this practice, reports, or documentation was not provided to the Arkansas Department Of Education School Improvement Specialist (ADE SIS) during the site visit.
- The Administrator will post a calendar for the remainder of the year in the teacher's lounge for teachers to post future events as included in an e-mail to the staff. The Administrator attests to the posting and use of the calendar. The calendar was not provided to the Arkansas Department Of Education School Improvement Specialist (ADE SIS) for review during the site visit.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- The Interim Superintendent ensured the Arkansas Department of Education School Improvement Specialist Arkansas Department Of Education School Improvement Specialist (ADE SIS)) that the building administrator's list of next steps were completed by the 02/20/2015 site visit while the Internal District School Improvement Specialist was on leave for a two week time span. The building next steps were not fully completed.
- The Interim Superintendent reports the Administrator is the Instructional Leader of the building. There were no reported concerns from the District Leadership Team.
- The Interim Superintendent is concerned about the report concerns from the January 2015 meetings regarding –

- The District School Improvement Specialist taking on the role of Instructional Leader within the building . The Interim Superintendent indicates that any actions as instructional leader by the District School Improvement Specialist is voluntary. The Interim Superintendent indicates that the building administrator is the instructional leader of the building and that the successes and failures of the school rest on his shoulders. The District School Improvement Specialist should work with, not against, the Building Instructional Leader to accomplish established tasks instead of demanding that it be done a certain way. The Interim Superintendent does not feel the District School Improvement Specialist should "be over" supervise the Building Administrator.)
- High school building lighting in hallways (On 02/20/2015 all trophy case lights, hallways lights, library lights, and doors opened to office lighting were on. The hallways were brighter.)
- Time the District School Improvement Specialist is able to spend working with the high school and ensures that the time will be available for the specialist will be able to address the intensive needs of the high school. The Interim Superintendent clarified that the District School Improvement Specialist was not filling in for the Elementary Principal duties, but the high school dean of students, District Federal Program's Coordinator/Testing Coordinator, and other staff member filled in the position of Elementary Principal as needed.

- The District School Improvement Specialist's roles and responsibilities as the District School Improvement Specialist. The Interim Superintendent wants clarity on what the position should be, and does not understand the difference between the internal District School Improvement Specialist's role and an external provider for the building even following receipt of the Elementary and Secondary Education Act (ESEA) Flexibility Request and review of the request for several years. The Interim Superintendent disagrees with the current job description and is seeking to make modifications.
- According to the Interim Superintendent, the district wants to know what the building "has" to do to comply with Elementary and Secondary Education Act(ESEA).

b) Building Principal:

- There is concern by the Building Administrator of the high number of low grades in the past progress report as indicated by e-mail to the faculty. The teachers were instructed to seek interventions from the building counselor for failing students and to stop doing the same thing over and over again if students are not "getting it." Teachers were instructed to justify the grades and look at ways to show that they monitored the grade.
- As reported by the principal report on Wednesday, April 08, 2015 by e-mail to the instructional facilitators. It was not evident to the Arkansas Department Of Education School Improvement Specialist (ADE SIS) by April 11, 2015 if the

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

information was presented to the staff.

- **Principal's report on instruction Professional Learning Communities (PLC))** Date:_____(This date was missing from the e-mail attachment.)

OBSERVATION OF CLASSROOM RESULTS: second semester focus walks and TESS show that we are using different types of instruction and incorporating more technology in most classes. There are still management issues, mostly students talking out of turn or without permission. There is more group work and I have seen several competitive activities in classrooms. I still have not actually seen a student presentation although I have seen some in the research stages. Stated objectives are still not posted in all rooms. I have seen a number of videos being shown in classes, to this point all have been of proper subject content. Few classes have had students doing actual "out of my seat for a purpose" activities or hands on activities.

RECOMMENDATIONS: Although we are using more diverse instructions there are still areas that need attention to become more effective. Our questioning many times is still at lower thinking levels (one word answers or rote memorization). I noticed in group work especially that students would simply ask for the answer to a question and the teacher would supply it as opposed to prompting the students to find it themselves. Videos can be very useful in instruction, but only if the instruction comes during the video at necessary points of importance to emphasize what is to be learned from the video. Just showing a video does very little for student engagement or learning without reinforcement. I would love to see some student presentation involving some research of a topic. Objectives are for the students. They should be able to know what is expected of them that day by reading the objective. Simple obj: the student will be able to explain the basic causes of the Civil War. At the end of class the student should be able to explain this to the teacher. The objective is posted and met. Using some more engaging instruction and setting basic ground rules for student interaction would help relieve some of our management problems.

Peer resources: here are a few teachers that if you could work out a time to observe some of the techniques below, you can get some quality ideas from. (based on observations thus far)

I will try to provide you with peer resources each report. We have many teachers that do things very well. We need to use them! The list above is just a few. If you wanted to take a few minutes of your prep and watch them while they are doing some of the above activities or just talk with them about it, I feel they would be more than happy to help you.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

Provide any feedback to the Principal on the back of this form please.

c) Building Leadership Team:

Concerns reported by the Core Leadership Team-

- A long term substitute has remained in place for grades 7-9 literacy.
- A math teacher on the Intensive Track in Teacher Evaluation Support System (TESS) has not made any progress in improving instruction and classroom management.
- Special Education students are not provided or administered the interim assessments.
- Several school days were missed to due inclement weather that prohibited instruction to prepare students for the PARCC exam.
- Students are not utilizing the after school tutoring programs.
- Teachers are not consistently delivering engaging instruction.
- Discipline referrals have increased for grades 7-9 for this quarter.
- The concern that students are missing their morning classes too often due to the testing schedule was discussed. A rotation of the morning schedule was presented. The administrator suggested switching 1st, 2nd, and 3rd periods with 6th, 7th, and 8th periods. There are several factors that would hinder the proposed schedule. One factor is the virtual class schedule. The schedule will be discussed again when we return.
- Reported the week of February 16-20, 2015 during the leadership team meeting.
    - The number of students failing was discussed. The counselor and District School Improvement Specialist determined that 108/169 students were failing at least one class at progress report time and 78/169 were failing at least two or more. The building counselor has developed an intervention plan to discuss these grades with the teacher and students. The Interim Superintendent ordered folders for students for teachers to house evidence of the interventions and remediation they provide the students. (This is followed by numerous attempts and recommendations by the Arkansas Department Of Education School Improvement Specialist (ADE SIS) to encourage teacher student goal setting and charting of individual student progresses in classes such as completed by one teacher's "My Selfie" folders.)

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

- Concerns from various leadership team personnel:
    - There is concern that presenting the principal's report content to the staff for the first time during Professional Learning Communities (PLC) before staff as a whole receive the information would put facilitators in a supervisory role. There is resistance from some teachers with coaching recommendations during daily work and some facilitators are afraid this process would cause further issue with teachers as evident in reply e-mails to the administrator on Wednesday, April 8, 2015.
    - It was reported by staff that faculty meetings are not regularly occurring to maintain transparency and gather input from staff regarding school improvement processes and the Priority Improvement Plan (PIP).

d) School Improvement Specialist:

Barriers

- A new Interim Superintendent is in place with less than two years' experience as building administrator. The Interim Superintendent also serves as elementary principal. Other personnel assuming other responsibilities such as the Federal Programs/Testing coordinator, High School Dean of Student, and other personnel are assisting the Elementary while the Interim Superintendent juggles both positions as indicated in the Interim Superintendent's e-mail to the Arkansas Department Of Education School Improvement Specialist (ADE SIS).
- A new administrator is in place at the high school which is in Priority School status and recently identified as academic distress.
- There are so many next steps that are generated by various teams that are not followed up by management that the lists become unmanageable without concentration by the Building Administrator and other teacher leaders assuming the role of facilitator of teams or committees.
- Mathematic Professional Learning Communities (PLCS)s are canceled regularly if there are members absent on the regularly scheduled date of meeting. The meetings are not rescheduled. The mathematics facilitator is unavailable during some meetings due to the afterschool schedule.
- The mathematics facilitator continues to teach in one teacher's classroom on a regular basis with little change in student outcomes on interim assessments. She is unavailable during key meetings due to the overreaching responsibilities of taking on teacher and instructional facilitation responsibilities.
- The literacy facilitator is also stretched beyond instructional facilitation by completing planning, assessment, and reporting responsibilities for a long term substitute in one of the literacy classrooms.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

Concerns

- Four of nine Interim Measurable Objective (IMO) were not met within the Third Quarter. Two of the four missed Interim Measurable Objective (IMO)s are Student Progress and Achievement Interim Measurable Objective (IMO)s. It is continuously recommended to the Core Leadership team to develop a plan of action to address the missed Interim Measurable Objective (IMO) for the next quarter within the Priority Improvement Plan (PIP) as should be evident within the Mathematics Professional Learning Community (PLC) feedback form meeting reflections.
- The orange chairs reported as broken in the previous semester within a computer lab. Three of the chairs were in use by students during class on Wednesday, April 8, 2015.
- Seven out of seventeen teachers signed in during the morning of Friday, February 20, 2015 before 8:10 a.m. The Building Administrator does not consider teacher attendance a priority and the office sign in sheet continues to be lacking teacher signatures in the office. No teachers signed in and out on the sign in sheet prior to 8:10 a.m. as previously reported.
- Students are tardy for school. There is no mention from the Safety and Discipline team nor staff to the Arkansas Department Of Education School Improvement Specialist (ADE SIS) regarding concerns about student tardies. There were a least three students dropped off at school after 8:10 a.m. during the site visit day.
- When the Building Administrator was questioned about next steps, little progress was made between site visits. A few of the next steps were listed as completed by interview of the principal and core leadership team members.
- The Building Administrator stated that he had no concern about regular review of teacher attendance and teacher sign in sheets.
- As reported by the district school improvement specialist, the principal developed a list of nonnegotiable with the core team but did not take the list to all parties to present the list to the faculty.
- The Principal prepared a report for the staff to communicate progresses or lack of progresses of classroom instructional practices. Interim Measurable Objective (IMO) for conducting Classroom Walk Throughs (CWTs) was not met. The principal openly admits, “I have done a poor job of getting it to the whole staff instead of just the individual who was observed.” He requested but did not mandate the instructional facilitators add the report to the agenda and report the information to the teachers during Professional Learning Communities (PLC) team time.
- A long term substitute continues to be present in a core Literacy classroom.
- The Arkansas Department Of Education School Improvement Specialist (ADE SIS) has requested opportunities to sit in on a Student Advisory Team meeting, but a schedule was not available during the past few site visits to provide the Arkansas Department Of Education School Improvement Specialist (ADE SIS) the opportunity to process observe a meeting. One up and coming meeting was scheduled on a day the Arkansas Department Of Education School Improvement Specialist (ADE SIS) will be off site.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

- A Core Leadership Team meeting is included in Indistar scheduled to occur on Tuesday, March 03, 2015. There are no meeting minutes included on the scheduled agenda. The agenda included:
  I. Finish Updating 2nd Quarter Needs Assessment

  II. Self-Assess Turnaround Principals using rubric (Academic Distress site visit rubric)

  III. Review the Past Due Tasks (within the Priority Improvement Plan (PIP))

  IV. Finalize non-negotiable list

  V. Review Math Data Wall Progresses

- The Arkansas Department Of Education School Improvement Specialist (ADE SIS) has reviewed all Work Plans that have been sent by e-mail to date while working to determine why the shared Google Calendars are not showing the actual actions included while viewing them on site on individual computers. This will be addressed on or before the next site visit as well as the submission of all administrator, instructional facilitator, and District School Improvement Specialist work plans.
- The Priority Improvement Plan (PIP) is visible to the staff through the posted guest log in to Indistar® on the hallway monitor and in the Professional Learning Communities (PLCS)/Leadership Team meeting room on colorful displayed Task Reports with completion dates marked in black ink. There is a lack of evidence of use of the Priority Improvement Plan in regularly scheduled faculty meetings to all staff for discussions on implementation progresses or lack of progresses, and new intervention or action plans.
- The Student Advisory Team facilitator and building principal are in the process of setting a regular schedule for the team to provide input to the leadership regarding the school vision Priority Improvement Plan (PIP), Interim Measurable Objective (IMO), and other building activities) The Arkansas Department Of Education School Improvement Specialist (ADE SIS) has requested the opportunity to attend a meeting; however, meetings occur on days that are not scheduled site visits.
- The Administrator's nonnegotiable list continues focus on management of compliance rather than instructional impact –
- The list of nonnegotiable was developed by the building administrator to include teachers in the hallway between classes, attend scheduled meetings, and turn in unit plans. The list was sent to the District school improvement specialist , Interim superintendent, And Arkansas Department Of Education School Improvement Specialist (ADE SIS). The list will be shared with the leadership team prior to overview with staff during next faculty meeting.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

- The building administrator does not see an issue with absences for specific teachers without a valid excuse. According to building personnel, the Dean of Students is now in charge of enforcing the high school office teacher sign in sheet.
- There is a pattern of continuous failure each quarter to show progress in meeting Interim Measurable Objective (IMO) in Mathematics, next steps as determined by leadership team meetings and meetings with the administrator or district school improvement specialist. There are concerns regarding the Mathematics Interim Measurable Objective (IMO) outcomes for the third quarter. There are still several tests to take in mathematics as of February 20, 2015... The Mathematics Facilitator spends each day within a specific timeframe in mathematics classroom(s). There is little evidence known by administration as to whether there are progresses being made from the above efforts. The administrator is now attending Math Professional Learning Communities (PLC) on Mondays according to the administrator to assist the teachers and facilitator. Evidence of attendance has not been presented to the Arkansas Department Of Education School Improvement Specialist (ADE SIS).
- It was discovered by the instructional facilitator that a teacher had not taught all of the literacy module standards or finished the literacy unit. The Curriculum Coordinator is working with the teacher on an intervention plan to address pacing of lessons and alignment of instructional to the assessment. Reports of such incidences are reported to the building administrator by the instructional facilitators within facilitator weekly reports with reported lack of response or no response to the issue.
- Several of the literacy assessments are being rescored in open response only to determine if the test results are accurately calculated to meet or not the 3rd quarter Interim Measurable Objective (IMO).
- Focus walks will be calculated to meet the Classroom Walk Throughs (CWT) Interim Measurable Objective (IMO). This is also a concern due to time it will take to calculate the results.
- The Arkansas Department Of Education School Improvement Specialist (ADE SIS) has been invited to view both the Administrator's and District School Improvement Specialist's Google Calendars that align to the submitted work plans but the calendars are not visible to the Arkansas Department Of Education School Improvement Specialist (ADE SIS) without being on sight to view the calendars on school computers.
- The following has been requested by the Arkansas Department Of Education School Improvement Specialist (ADE SIS) for assistance by the district-
  - Frequently monitor the implementation of the next step list and provide aggressive assistance in seeking completion of the list to ensure the Priority Improvement Plan and Interim Measureable Objective success.
  - Ensures the administrator meets regularly with instructional facilitators following interim assessments to determine what percentages of students are performing. The Core Leadership Team should follow through with recommendations to the Professional Learning Communities (PLC) to address findings.

- Superintendent is encouraged to continue to meet and work with the Arkansas Department Of Education School Improvement Specialist (ADE SIS) weekly to collaboratively develop strategies for district level alignment and support of effective interventions for the Priority Improvement School.
- Provide the Arkansas Department Of Education School Improvement Specialist (ADE SIS) a copy of the testing schedule to avoid site visits during state testing. (A schedule has been requested during the past two high school site visits.)
- Include district meetings during regularly scheduled Arkansas Department Of Education School Improvement Specialist (ADE SIS) site visits to allow the Arkansas Department Of Education School Improvement Specialist (ADE SIS) to attend a meeting or provide a schedule of meetings so arrangements may be made for attendance.

- The Interim Superintendent and District School Improvement Specialist should review the progresses of the Priority Improvement Plan (PIP), Interim Measurable Objective (IMO), and Next Steps list regularly to ensure the administrator and teams work toward full completion.
- To address the concerns by the building administrator regarding the high number of low grades during the recent progress reporting, it is recommended that the Core Leadership team develop a plan to have teachers turn in their assessments with their lesson plans and directly monitor the assessments turned in and see of the assessments are graded and recorded in the eSchool system.
- **The Core Leadership team:**
  - Reviews the implemented Priority Improvement Plan (PIP), Interim Measurable Objective (IMO), committee and team reports, Professional Learning Communities (PLC) feedback forms, student achievement on module assessments, and much more. The Interim Superintendent and District School Improvement Specialist assists the Core Leadership team to align data findings and review all Objectives and missed Interim Measurable Objective (IMO) in Indistar to develop a plan of action to address deficiencies and monitor outcomes of students. Recommendations to applicable committees, teams or personnel will follow the Core Leadership Teams efforts.
  - Provide specific recommendations to the Professional Learning Communities (PLC) teams, facilitators, and administrators regarding review of data and outcomes of Interim Measurable Objective (IMO), student achievement data, and Priority Improvement Plan (PIP) outcomes.
  - report progresses to the building leadership team
  - Include action plans from subcommittees in the Priority Improvement Plan (PIP) if not developed directly by the sub teams in the Priority Improvement Plan (PIP). (i.e., student pride focus of the Family and Community Engagement team from the online survey.)

- Include as one of the main agenda items for the Building Leadership team should include the review of the Core Leadership Teams meeting minutes for open discussion and feedback regarding Core Leadership Team's efforts.

- **Remaining Next Steps carried forward from the 1st and 2nd quarters that were not completed by 02/20/2015**

  - **Building administrator:**
    - Attend Instructional Facilitator meetings to remain current
    - Review the Math and Literacy The Learning Institute (TLI) outcomes and expectations
    - Each team member review their assigned tasks to stay on task with the Priority Improvement Plan (PIP), document things as they happen
    - Checking grades for student progress periodically and at mid-term.
    - Meet with individual teachers to discuss plans and student outcomes
    - Meet with students identified as struggling to provide further support of teachers
    - Ensure the instructional facilitators are working with teachers with grade distribution issue
    - Check instructional facilitators work plans for scheduled assistance with teachers

  - **Leadership Team will:**

    - The process manager will develop agendas at the end of team meetings and disseminate the agenda to the leadership team days before meetings to conduct next steps.
    - Update the Needs Assessment/school profile and Data Wall

  - **Safety and Discipline Team and Team Facilitator establish a school environment that improves safety by:**

    - Ensure that students and teachers are notified of incentive expectations at the beginning of the nine weeks for academics, discipline, and absences
    - Investigate ways that building doors can be secured for the safety of the students. **(Some teachers lock the classroom doors.)**
    - Identify struggling students by maintaining watch over classroom management, procedures, and rules implementation (See Indistar for Indicators aligned to this Turnaround Principle.)

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

- **Family and Community will work to engage Families and Communities as stakeholders and gather input:**
  - **Regarding clubs, activities, organizations, and sports:**
    - Determine which students are not actively engaged in school activities and why (To begin work on this task, the building administrator has sent out an email to all the club sponsors requesting a list of all the student members for each club.)
    - Read survey results to develop goals and next steps with the leadership team
    - New surveys will be administered to stakeholders (Will be completed during the 4th quarter by the Family and Community Involvement Team)

    1. How will the Website Building Surveys be utilized to guide next steps?

    - Pull the current survey from the District and/or High school website,
    - Gather the website survey results,
    - Analyze findings
    - Share findings with the leadership team.
    - Develop a proposed plan for the leadership team to include in the Priority Improvement Plan related to community involvement (Are there Indicators aligned to the proposed plan?)

    2. What Activities, Clubs, Organizations, and Sports are actively engaging the students, teachers, and stakeholders in the Dermott High School?

    - Pull the survey results from the Arkansas Department Of Education School Improvement Specialist (ADE SIS) site report,
    - Analyze findings
    - Share findings from Sponsors, Community/Parents, and Students with the leadership team
    - Develop a list of all activities and clubs currently in place and sponsors from the

surveys
- Submit results to the leadership team
- Develop a proposed plan for the leadership team to include in the Priority Improvement Plan related to community involvement to engage parents of students participating in events. (Are there Indicators aligned to the proposed plan?)

3. How will the new volunteers be welcomed and utilized?

- Add the new volunteers to the volunteer resource book.
- Contact the listed parent volunteers for alignment of needs as needed
- Determine a process for teachers to communicate needs to the community for volunteering (Consider starting a volunteering board where teachers request help and volunteers will sign up for the requested jobs.)

4. Update the needs assessment for Family and Community Involvement in Indistar following the above next steps.

District School Improvement Specialist will:

- Review the culture and climate progresses and work with the administrative team to ensure change following the Elementary and Secondary Educational Act (ESEA) Flexibility Request roles and responsibilities.
- Guide the building administrator to become the instructional leader of the building.

February 16-20, 2015, the district school improvement specialist reported the PARCC Infrastructure Test served as a barrier for communication among Core Leadership Team members as well as delaying the progress of the next steps. All team members were involved with the testing procedures. The test and those participating in administering and monitoring it was necessary and mandatory. The disruption was a barrier but not a concern.

The District School Improvement Specialist requested the minutes for this meeting and to date they have not been received. The designated binder in the Professional Learning Communities (PLC) room is not current with the necessary materials.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

March 2-6, 2015, the district school improvement specialist reported the Core Leadership Team did not meet regularly. There are several tasks past due within the Priority Improvement Plan (PIP)**. The district school improvement specialist** followed up with the principal to discuss the progresses of the Next Steps left for the week of February 9 – 13, 2015. The Next Steps and the principal's progresses are listed below.

The Building Administrator, in regards to this Next Step, *determine which students are not actively engaged in school activities and why.* Please gather the list of student members you requested the sponsors send to you and compare it to a master student list by grade (you can get that list from Mrs. Bunn). Identify the students who are not a member of any club, sport, etc… If you have not gotten a list of members from the sponsors yet, please ensure they get it to you ASAP. I would like to see the list of nonparticipating students when I return. There was no progress made by the building administrator regarding this action.

The Building Administrator, in regards to this Next Step, *Check grades for student progress periodically and at mid-term.* Since mid-term is here, request a progress report from Mrs. Bunn for students in math and literacy classes. After you identify struggling students, you can address the following Next Steps: *Meet with individual teachers to discuss plans and student outcomes Meet with some students identified as struggling to provide further support of teachers.* The principal shared with the Arkansas Department Of Education School Improvement Specialist (ADE SIS) during her last on-site visit that in regards to the next step: *Meet with individual teachers to discuss plans and student outcomes*, he has met with teachers during the TESS observation process and discussed this. In regards to the next step: *Meet with some students identified as struggling to provide further support of teachers*, the principal shared that he had made no progress.

- The Counselor rarely attends the Core Leadership meetings or the Building Leadership meetings.
- Several recent meeting agendas, minutes, and artifacts are missing from the Math Professional Learning Communities (PLC) binder in the Professional Learning Communities (PLC) room.
- Several The Learning Institute (TLI) interim assessments have not been administered to special education students.
- The Literacy Instructional Facilitator continues to plan units and lessons for the three grades assigned to the long-term substitute.
- The Geometry B class has not been administered the scheduled interim assessment for third quarter.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

- The Student Safety and Discipline team has developed a list of incentives to award students with no discipline referrals and perfect attendance but this has not been made known to the students. Information about the incentives or the criteria to receive the incentive is not posted in the halls or classrooms.
- The Student Safety and Discipline team is not disaggregating discipline data during their meetings. Meetings are scheduled to occur one hour twice per month. However, meetings are averaging thirty minutes twice per month.
- Leadership Team
- The Core Leadership Team
- The Principal rescheduled the Core Leadership Team meeting for Tuesday, April 7, 2015.
- Building Leadership Team
- The Principal rescheduled the Core Leadership Team meeting for Tuesday, April 7, 2015.
- Parent and Community Involvement
- The meeting minutes, agenda, and artifacts were unavailable for review.
- Student Safety & Discipline Team
- Due to Spring Break occurring since the last meeting, there was no discipline referral or nurse's report available with updated information.
- The team reviewed the incentive program for the A/B honor roll students and decided to keep the item tabled until Mr. Evans can give his opinion regarding the field trip from last semester's honor roll.
- The team reviewed Appearance Code in the Student Handbook. There was a discussion regarding the leggings as listed in the dress codes. The current handbook states that "Spandex/leggings are not to be worn unless the leggings are worn with a dress, skirt, or shorts/pants of appropriate length." Minutes from the meeting include, "However, students are still wearing leggings. Unfortunately, there does not seem to be an effective way to re-word this portion of the code to be effective. It may be beneficial to amend the description of leggings as tight, pants without pockets." The team also discussed putting a restriction on spaghetti straps into the dress code.
- One member suggested that the district consider switching to uniforms. The chairperson seconded that, and will present this to the leadership team. He will also present the request for eye-bolts and webbing (eye-bolts and webbing were not clarified in the meeting minutes), for safety in case of a lock-down.
- The team reviewed the potholes concern from last meeting. Some of the potholes were filled. However, the rain that

has occurred recently has prevented more activity on that front. Maintenance will continue to address this as they are able to.

e) Other:

- Safety and Discipline team concerns as evident in meeting minutes and the District School Improvement Specialist reports:
  - The potholes in the parking lot.
  - The number of students running in the hallway between classes. The Arkansas Department Of Education School Improvement Specialist (ADE SIS) has not witnessed students running in the hallways during site visits for the spring semester, but did see some students running during the fall semester.)
  - As a safety matter, the sidewalk leading into the building, with the grate, floods badly when there is any sort of rain. There is no safe way for students to get across that area without getting wet, leading to potential safety issues and health hazards.
  - The Dean of Students will talk to maintenance to see if anything can be done. As a stop gap measure, a team member suggests that, on rainy days, students use an alternate entrance not normally available to them.
  - Additionally, a team member suggested that we get eye bolts and webbing for every classroom to allow for barricading them in case of a lockdown. Each room would need one closed eye-bolt (for the wall), and one open eye-bolt (for the door). The webbing would be threaded through the closed eye bolt and tied into a water knot. In an emergency, the loop would be pulled through the eye-bolt on the door, preventing unwanted entrances. This would require a full count of the doors, a requisition form for the materials, and assistance from maintenance personnel to install. This would allow teachers to have a defensive measure in place in their classroom, ready to be implemented at a moment's notice.
  - The administrator also notes that the school needs a master key, since there is no consistency in the key system. Ideally, there would be a master key that would open all doors (available only to the personnel who require it), and then each teacher would have the individual key that opens their own door. Additionally, the keys for computer lab and other multi-teacher rooms should be made accessible to all teachers.

Additions/Revisions to current year's PIP/TIP:

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

- There is a lack of urgency to update the Priority Improvement Plan (PIP) beyond the required ACSIP Pilot Indicators. The Arkansas Department Of Education School Improvement Specialist (ADE SIS) encouraged the District School Improvement Specialist to color code the Comprehensive Task report by leadership team member and post the Task reports on the leadership team meeting wall for the leadership team and building administrator for the 2014-2015 school year. The posted reports were to be used to mark the date Objectives/Tasks were completed by the team. To date March 11, 2015 only January 2015 dates are visible marked as completed on the Task reports. The building administrator wanted to implement a Problem Solving process by placing issues of post its he refers to as "stickems" on the wall from teachers, then address issues/problems identified by teachers during Professional Learning Communities (PLC)s and determine the effectiveness of the practice. This process is posted alongside the Priority Improvement Plan (PIP) Task reports with many sticky notes posted. There is no evidence of the alignment of the Problem Solving Process and the Priority Improvement Plan (PIP). The Arkansas Department Of Education School Improvement Specialist (ADE SIS) provided the administrator the research behind Problem Solving Processes from IDEAs by Patricia Roy and it remains posted on the leadership team meeting room cabinet.
- As reported by the District School Improvement Specialist, the leadership team met Friday, March 20, 2015 to assess the final two of the five Indicators required prior to the March 31, 2015 submission deadline. The Indistar Priority Improvement Plan (PIP) Indicators assessed on Friday, March 20, 2015 were IG01 and IVA01. For Indicator IGO1, two tasks were developed and for Indicator IVA01, three tasks were developed.
- The district and school Comprehensive plans were submitted to the ADE by the Federal Programs Coordinator prior to the March 31, 2015 deadline.
- The Administrator and District School Improvement Specialist requests or would rather implement the current plan and not update the plan. There are limited interventions or actions that are aligned to the current actions administered by personnel.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

Interim Measurable Objective (IMO) Area:

1. Change in teacher and leader practice: Met: 2 Not Met: 1
2. Student progress and achievement: Met: 0 Not Met: 2
3. Student safety and discipline: Met: 1 Not Met: 1
4. Parent and community engagement: Met: 2 Not Met: 0

Total Interim Measurable Objective (IMO)'s this Quarter: 9 Met: 5 Not Met: 4

INTERIM MEASURABLE OBJECTIVE (IMO)	Met	Not Met	Interim Measurable Objective (IMO) Area	Interim Measurable Objective (IMO) Date	Explanation/Supporting Data
By March 13, 2015, 100% of the Literacy, Mathematics, and Science teachers will pull and analyze their own interim assessment / The Learning Institute (TLI) data.		X	1.	3/13/15 And 4/8/15	3/13/15-This Interim Measurable Objective (IMO) was not met with 44%. 4/9 teachers who administer The Learning Institute (TLI) assessments provided evidence of pulling and analyzing their own The Learning Institute (TLI) interim assessment data. 4/8/15-Following the administrator's, district school improvement specialists, and Arkansas Department Of Education School Improvement Specialist (ADE SIS) review of Interim Measurable Objective (IMO) evidence, the building administrator requested The Learning Institute (TLI) reports from teachers who had not

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

					submitted reports.
By March 13, 2015, 70% of the recorded Classroom Walk Throughs (CWTs) will show a variety of practices (beyond lecture and teacher lead questioning) to engage the students in classrooms.	X		1.	3/13/15	This Interim Measurable Objective (IMO) was exceeded by 25% with 95%, 19/20, of the recorded CWTs and focus walks showing the expected outcome. Teachscape was used to calculate this percentage.
By March 13, 2015, 70% of the recorded Classroom Walk Throughs (CWTs) will show a variety of strategies (beyond homework/practice and ques/questions) to engage the students in classrooms.	X		1.	3/13/15	This Interim Measurable Objective (IMO) was exceeded by 20% with 90%, 18/20, of the recorded CWTs and focus walks showing the expected outcome. Teachscape was used to calculate this percentage.
By March 13, 2015, at least 70% of students in grades 7th and 8th, Algebra I, Geometry, and Algebra II will score 60% or above on the interim assessment.		X	2.	4/6/15	This Interim Measurable Objective (IMO) was not met at 32% which was 61/188 students, but increased from 27% of students meeting the target in second quarter. 7th grade: Module 4: 0/27=0% (Two of students were not administered the interim assessment or given a make-up assessment as determined by the Learning Institute (TLI) reports.) 8th grade: Module 4: 5/26=19% (2/4 students with special needs were not administered all parts of the interim

					assessment and 1/4 was not administered the interim assessment or given a make-up assessment as determined by the The Learning Institute (TLI) reports. One classroom student was not administered the interim assessment module.) Algebra I: Module 4: 6/13=46% Module 5: 10/13=77% Total: 16/26=62% Algebra IB: Module 2: 5/14=36% (One classroom student was not administered the interim assessment or given a make-up assessment as determined by the The Learning Institute (TLI) reports.) Module 3: 6/14=43(One classroom student was not administered the interim assessment or given a make-up assessment as determined by the The Learning Institute (TLI) reports.) Total: 11/28=39% Algebra II: Met overall Interim Measurable Objective (IMO) expectation at 70%. One interim assessment module exceeded the 70% expectation. Module 3: 16/20=80% Module 4: 12/20=60%

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

					Total: 28/40=70% Geometry: Module 4: 0/23=0% Geometry B: Module 2: 1/18=6% (Two total students within the classroom, 1/2 are ALE students, were not administered all parts of the interim assessment or given a make-up interim assessment.)
By March 13, 2015, at least 65% of students in grades 7th - 11th will score 60% or above on the literacy interim assessment.		X	2.	4/7/15 and 4/8/15	This Interim Measurable Objective (IMO) was not met with 60%, 170/285 students, when the expectation was at 65%. Within literacy two interim assessment modules were calculated within the overall percentage for the quarter. 7th grade: Exceeded overall Interim Measurable Objective (IMO) expectation at 75% when the expectation 65%. Both interim assessments modules exceeded the 65% expectation. Module 3: 20/28=71% (2/4=50% of students with special needs were not administered all parts of the interim assessment or given a make-up assessment as determined by The Learning Institute (TLI) reports. Module 4: 22/28=79%

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

					Total: 42/56 = 75% 8th grade: The Interim Measurable Objective (IMO) was not met by 1% at 64%. One of interim assessments modules exceeded the 65% expectation at 69%. Module 3: 18/26=69% (2/4=50% of students with special needs were not administered all parts of the interim assessment or given a make-up assessment as determined by The Learning Institute (TLI) reports. Module 4: 16/27=59% Total: 34/53 =64% 9th grade: Exceeded overall Interim Measurable Objective (IMO) expectation at 75% when the expectation 65%. Both interim assessments modules exceeded the 65% expectation. Module 3: 23/28=82% (2/3=66% of students with special needs were not administered all parts of the interim assessment or given a make-up assessment as determined by the The Learning Institute (TLI) reports. Module 4: 16/24=67% (One students within the classroom was not administered all parts of the interim assessment or given a make-up assessment. 1/3=33% of students

					with special needs were not administered all parts of the interim assessment or given a make-up assessment as determined by The Learning Institute (TLI) reports. Total: 39/52 =75% 10th grade: The Interim Measurable Objective (IMO) was not met by 5% at 59%. Both interim assessment modules did not meet the expectation of 65% Module 3: 18/28=64% (One students within the classroom was not administered all parts of the interim assessment or given a make-up assessment. 1/2=50% of students with special needs were not administered all parts of the interim assessment or given a make-up assessment as determined by The Learning Institute (TLI) reports. Module 4: 15/30=50% (Four students within the classroom was not administered all parts of the interim assessment. 2/2=100% of students with special needs were not administered all parts of the interim assessment or given a make-up assessment as determined by The Learning Institute (TLI) reports. Total: 33/58 =57%

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

					11th grade: The Interim Measurable Objective (IMO) was not met by 5% at 59%. Both interim assessment modules did not meet the expectation of 65%. Module 3: 9/33=27% (It was found that all standards from Module 3 were not taught during the given time period before the assessment was given, as determined by the District School Improvement Specialist by interviews.) Module 4: 13/33=39% (Three total students within the classroom, 2/3 were ALE students, were not administered all parts of the interim assessment.) Total: 22/66=33%
By March 13, 2015, grades 7-9 discipline referrals will be reduced to no more than 33 as determined by data collected from e-school reports.		X	3.	3/13/15	The Interim Measurable Objective (IMO) was not met with 48 discipline referrals reported for grades 7-9 students. There were 15 more referrals than the expected interim measurable outcome. 7th grade: 14 referrals 8th grade: 32 referrals (One student accounted for 14/32 recorded incidences for 8th grade.) 9th grade: 2 referrals
By March 13, 2015, grades 10-12	X		3.	3/13/15	The Interim Measurable Objective

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

discipline referrals will be reduced to no more than 22 as determined by data collected from e-school reports.					(IMO) was met with 18 discipline referrals reported for grades 10-12 students. This was 4 discipline referrals below the expected interim measureable outcome. 10th grade: 9 referrals 11th grade: 7 referrals (One student accounted for 5/7 recorded incidences for 11th grade.) 12th grade: 2 referrals
By March 13, 2015, sign in sheets will show that at least 50% of students in grades 7-12 will have been represented by a parent/ guardian at school functions such as open house, parent/ teacher conference, math and literacy nights, etc...	X		4.	3/13/15	This Interim Measurable Objective (IMO) was met with 51% of students having representation at a school functions. 7th grade: 16/35=46% 8th grade: 13/28=46% 9th grade: 16/32=50% 10th grade: 18/31=58% 11th grade: 13/30=43% 12th grade: 16/26=62% Total: 92/18=51%
By March 13, 2015, at least 8 positive, 2-way contacts will be made by each Dermott High School teacher as determined by the parent/ teacher communication.	X		4.	3/13/15	The Interim Measurable Objective (IMO) was met with each teacher having 8 or more positive contacts as evident with parent contact logs and analysis of results.

Third Quarter ESEA/ Interim Measurable Objective (IMO) Report

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Date Completed: March 13, 2015

School: Dollarway High School

District: Dollarway School District

Status: Priority Academic Distress

Principal: Gabriel Jackson, Interim

ADE School Improvement Specialist: Kerri Williams

External Provider: Generation Ready

Internal School Improvement Specialist: None

Highlights from _3nd_ Quarter:

- Six Dollarway School District students won awards in the Southeast Regional Art Show at the University of Arkansas at Monticello earlier this month. The students, all first-time entrants into the art competition, competed against 42 other schools in an eight-county area. Dollarway art teacher said that she is proud of her students and that they have made a strong statement in their first year of competition. A ninth-grader A. Mitchell won third place, 12th-grader J. Craig won second place, 12th-grader W. Evans won sixth place, and 12th-grader M. Ferrell won seventh place. Tenth-grader T. White and 12th grader Antonio Smith submitted artwork for the competition.
- The staff are beginning to utilize data to drive instruction
- Literacy Coach has worked consistently with teachers on effective instruction
- Consistent teacher meetings with agendas and minutes are being held and are productive.
- Curriculum workshops are being set-up to train and inform the school board to become more academic focused
- Planning summer school to remediate and improve student achievement
- Working with staff to make assessments of staff placement for next school year
- Mentoring program implemented this quarter with 22 students and 5 other students that are interested in the program – Members from Omega Psi Phi fraternity from University of Arkansas at Pine Bluff has volunteered to mentor the students and met with them prior to spring break.

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- Interim Principal has begun using the protocol to evaluate time spent effectively; shows where the focus of the school day is being spent.
- Interim Principal is utilizing the suggestions from the external provider to help transition into the position as interim principal
- Interim Principal is adjusting well in the new position and completing task in a timely manner.
- External Provider noted that the ADE School Improvement Specialist is involved in all leadership meetings

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The Superintendent noted the following concern:

- Due to the resignation of the principal, there will be a change in building leadership for the next school year. Currently an Assistant Principal was named as Interim Principal which leaves the school with 1 less administrator.

b) Building Principal:

The building principal noted the following concerns:

- Technical issues with PARCC testing caused missed instruction and testing time school wide
- An adjustment focusing my role from assistant principal to interim principal is challenging

c) Building Leadership Team:

Members from the building leadership team noted the following

- Teacher by-in is a not occurring with turnaround efforts
- Processes and procedures are not in place and consistent
- Change in leadership in March

d) School Improvement Specialist:

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The School Improvement Specialist noted the following concerns:

- Having all members of the Leadership Team involved in the meeting to have input and discuss certain issues with the teachers
- Tardy and discipline issues are not decreasing enough to show academic improvement
- Lack of instructional leadership from the math facilitator at the high school
- Lack of support for the 2 long term substitutes in math that are not certified and 1 first year math teacher who is non-traditional certified
- 2 new literacy teachers hired this quarter; one in February and one in March. There has not been a 9th grade teacher in literacy all year.
- Lack of communication throughout the building; the teachers are not receiving pertinent information from leadership team. There is a lack of or miscommunication from the math facilitator and external provider. There are no follow-up procedures from administration to ensure that communication is occurring.

e) Other:

The External Provider noted the following concerns:

- Implementing processes and procedures school wide
- Lack of leadership from math facilitator at the high school
- Change in policy for next school year regarding tardy procedures
- Lack of structure in In-School-Suspension

Additions/Revisions to current year's PIP/TIP:

Revision to IMO's for the remainder of the 2014-15 school year:
No revisions made for this quarter

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IMO Area: 1. Change in teacher and leader practice: Met: **3** Not Met: **4**
2. Student progress and achievement: Met: **1** Not Met: **5**
3. Student safety and discipline: Met: **0** Not Met: **3**
4. Parent and community engagement: Met: **0** Not Met: **2**
Total IMO's this Quarter: **19** Met: **4** Not Met: **14** Not Measurable: **1**

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By the end of the third quarter, **35%** of content areas teachers will give a pre and post-test to assess student mastery as documented by pre and post test data.		X	1	3/13/15	0% - Content areas have not completed the pre-test or post-test Teachers are meeting during half-day sessions to plan instructional units and pre and post assessments. The minutes and agenda have been reviewed and the progress in math is not occurring as planned. The literacy teachers have created one pre and post-test to be administered fourth quarter and currently working on the remainder assessments.
By the end of the third quarter, **35%** of teachers will analyze the data from pre and post-test to implement researched based strategies based on student needs as documented by data analysis.		X	1	3/13/15	0% - No pre-test or post-test assessment data Teachers are meeting during half-day sessions to plan instructional units and pre and post assessments. The minutes and agenda have been reviewed and the progress in math is not occurring as planned. The literacy teachers have created one pre and post-test that will be administered during fourth quarter. They are currently working on the remainder

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					assessments. The math teachers are not discussing student data in their instructional meetings.
By the end of the third quarter, Grade/Instructional team meeting agenda and minutes will reflect at least **25%** of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes.	X		1	3/13/15	25% - Teachers are reviewing student data during Professional Learning Community meetings and discussing strategies to implement that will assist in improving instruction by documented agenda and minutes.
By the end of the third quarter, Leadership team meeting agenda and minutes will reflect at least **35%** of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes.	X		1	3/13/15	Leadership team is consistently reviewing tardy, behaviors, grade, and TLI data in leadership to plan for implementing strategies by documented agenda and minutes. The team is spending 75% of the meeting addressing data related concerns.
By the end of the third quarter, the principal and/or designees will conduct **22** classroom observations as documented by script notes and the data will be presented to the leadership team to recommend professional development as documented by leadership team agenda and minutes.		X	1	3/13/15	No observation data available. The former principal had not completed any observations as of February 27th. The interim principal now has the access in Bloomboard to conduct observations. He has begun scheduling observation and working with teachers who have not set up their Bloomboard accounts.
By the end of the third quarter, based on observation data, **50%** of teachers will attend monthly job-embedded professional	X		1	3/13/15	The literacy facilitator and external providers have conducted professional development for 60% of teachers.

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development based on individual teacher needs.					Upcoming professional development has been rescheduled due to inclement weather.
By the end of the third quarter, **100%** of teachers will have their Professional Growth Plan completed in Bloomboard as documented by principal report.		X	1	3/13/15	78% of teachers have their professional growth plan in Bloomboard. There are currently 7 teachers who do not have their Professional Growth Plans in Bloomboard and the interim principal has begun working with the 7 teachers. This will be completed by the fourth quarter.
By the end of the third quarter, at least **51%** of 9th grade students are projected to be proficient or advanced by as documented by formative assessment			2	3/13/15	No data for 9th grade students due to rescheduling of TLI due to inclement weather and PARCC testing. The TLI data will be available for 4th quarter reports.
By the end of the third quarter, at least **54%** of 10th grade students are projected to be proficient or advanced by as documented by formative assessment		X	2	3/13/15	TLI Module 4 data for 10th grade students show 38.8% in Reading and 51.7% in Language. Literacy - 45.25% Currently the school has Read 180 but the program is not being utilized. During the half-day training the literacy facilitator is reviewing the data with the teachers. The teachers have begun using higher level questioning and the student understanding has improved. The teachers are looking at their lesson plan,

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					curriculum map, and data to determine what standards that were not mastered to include in their lesson plans.
By the end of the third quarter, formative literacy assessment data will reflect that at least **52%** of 11th grade students are projected to be proficient or advanced as documented by formative assessment data.		X	2	3/13/15	TLI Module 3 data for 11th grade students show 43% in Reading and Reading for Literature at 43%. TLI Module 4 data for 11th grade show 42.3% in Reading and Language at 47.7% Literacy – 45% Currently the school has Read 180 but the program is not being utilized. During the half-day training the literacy facilitator is reviewing the data with the teachers. The teachers have begun using higher level questioning and the student understanding has improved. The teachers are looking at their lesson plan, curriculum map, and data to determine what standards that were not mastered to include in their lesson plans.
By the end of the third quarter, formative math assessment data will reflect that at least **10%** of Algebra I students are projected to be proficient or advanced as documented by formative assessment data.	X		2	3/13/15	Module 1 shows 24% of Algebra I students proficient or advanced. Module 2 shows 26% of Algebra I students proficient or advanced. Increase of 2%
By the end of the third quarter, formative		X	2	3/13/15	Module 1 shows 29% of Geometry

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math assessment data will reflect that at least _**40%** of Geometry students are projected to be proficient or advanced as documented by formative assessment data.					students proficient or advanced. Module 2 shows 25% of Geometry students proficient or advanced. Decrease of 4% Teachers are making sure the courses are aligned with scope and sequence. Teachers have not analyzed the data to create any strategies. The math facilitator has not included student data on the meeting agenda. The school has Math 180 but is not utilizing the program with the students. There is a communication concern with the math facilitator, external provider, and math teachers. It has been requested that the interim principal meet with the math facilitator, external provider, and department chair to resolve the issues.
By the end of the third quarter, formative math assessment data will reflect that at least _**30%** of Algebra II students are projected to be proficient or advanced as documented by formative assessment data.		X	2	3/13/15	Module 1 shows 27% of Algebra II students proficient or advanced. Module 2 shows 24% of Algebra II students proficient or advanced. Decrease of 3% Teachers are making sure the courses are aligned with scope and sequence. Teachers have not analyzed the data to

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					create any strategies. The math facilitator has not included student data on the meeting agenda. The school has Math 180 but is not utilizing the program with the students. There is a communication concern with the math facilitator, external provider, and math teachers. It has been requested that the interim principal meet with the math facilitator, external provider, and department chair to resolve the issues.
By the end of the third quarter, unit pre and post assessments will reflect that at least **60%** of students are scoring at least **70%** on unit assessments.		X	2	3/13/15	No unit assessments given Teachers are meeting during half-day sessions to plan instructional units and pre and post assessments. The minutes and agenda have been reviewed and the progress in math is not occurring as planned. The literacy teachers have created one pre and post-test and currently working on the remainder assessments.
By the end of the third quarter, discipline will decrease by _**40**_% in the number of discipline referrals as documented by discipline data. (baseline 258) Q3-157		X	3	3/13/15	Based on the e-School data from 2/27 there were 362 discipline referrals which in an increase of 8.8% The principal has recognized the need for consistency in discipline that is not occurring. More focus will occur with being consistent with following the procedures and discipline policy. The

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					teachers are now receiving copies of the discipline referrals after consequences are delivered. The principal will meet with the assistant principal to devise a plan to share with teachers and monitor.
By the end of the third quarter, positive behavior incentives for students will increase by **25**% as documented by roster participation. Q4-30%		X	3	3/13/15	Dress Down Friday Incentive: 2/13 – 81 students could not attend = 18% 2/20 – 93 students could not attend = 21% 3/13 – 139 students could not attend = 32% Increase in students that cannot attend each week. The first end of quarter assembly was not held. There were 98 students that were able to participate. 23% of students were able to participate. The end of quarter assembly for third quarter is not scheduled until 3/20; the data was not provided due to the miscommunication to have the assembly. The interim principal will follow up to see what incentives we can provide.

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By the end of the third quarter, tardy infractions will decrease by **40%** as documented by E-School reports. (baseline Q1-2127) Q3-1277		X	3	3/13/15	As of 3/13 the tardy data stated 1520 tardies received, which is a decrease of 25.4% from quarter 2. There were 5 inclement weather days this quarter. The administration will continue to meet with students as they receive a tardy by running a daily tardy report. They will meet with students and also teachers to figure out the reason for the tardy and to ensure that procedures are being followed.
By the end of the third quarter, membership in the Parent Teacher Organization will increase by **10**% as documented by sign-in sheets.		X	4	3/13/15	There was only 1 additional parent who signed up for PTO this quarter. The roster increased from 42 parents to 43 which is an increase of 2.3%. The parent teacher coordinator will increase communication with students and parents for the next meeting.
By the end of the second quarter, each teacher (32) will contact **5** parents per week as documented by parental contact log.		X	4	3/13/15	No parental contact logs provided from teachers. The principal noted that the system was down for 2 weeks and teachers were unable to email the contact logs. It is not clear if parental contacts were made by the teachers. The teachers did not provide a hard copy of the contact log

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					when requested. The principal has announced in faculty meeting that all teachers must turn in their contact logs.

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Quarterly ESEA Reporting Form

Date Completed: March 13, 2015

School: Robert F. Morehead Middle School

District: Dollarway School District

Status: Priority

Principal: Yolanda Prim

ADE School Improvement Specialist: Kerri Williams

External Provider: Generation Ready

Internal School Improvement Specialist: None

Highlights from __3rd___ Quarter:

- Organization and process in place for testing
- Communication was a positive from principal to teachers and students regarding PARCC assessment – everyone was kept informed and expectations were made clear
- Six Dollarway School District students won awards in the Southeast Regional Art Show at the University of Arkansas at Monticello earlier this month. The students, all first-time entrants into the art competition, competed against 42 other schools in an eight-county area. Dollarway art teacher Kathryn Dokes said that she is proud of her students and that they have made a strong statement in their first year of competition. Sixth grader L.Baker won a third-place award and sixth-grader D. Branch won a fifth-place award.
- 3 students attended the 4-H support at the capital
- 2 students were Pages at the capital for legislative meeting

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

No input provided

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b) Building Principal:

Building principal stated that communication and direction between the external providers and literacy coach is not occurring. She also stated that she is not receiving any reports from the external provider to know what is occurring and what they are observing in the classrooms.

c) Building Leadership Team:

No input provided

d) School Improvement Specialist:

No input provided

e) Other:

- The External Provider states that everyone is not on board with LDC/MDC and the gaps are noticed in the classroom during instruction and data

Additions/Revisions to current year's PIP/TIP:

PIP Changes:
None for this quarter

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IMO Area: 1. Change in teacher and leader practice: Met: **1** Not Met: **0**
2. Student progress and achievement: Met: **2** Not Met: **1** (4 IMO's not measurable)
3. Student safety and discipline: Met: **0** Not Met: **1**
4. Parent and community engagement: Met: ____ Not Met: ____(1 IMO not measurable)
Total IMO's this Quarter: **10** Met: **3** Not Met: **2** Not Measured: **5**

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By the end of the 3rd Quarter, the principal and/or designee will complete 160 CWT's. Based on the CWT data collected; feedback will follow up with teachers will be used to improve teacher practice. (4Q-160)	X		1	3/13/15	208 Classroom Walkthroughs have been completed by principal, instructional facilitators and coaches with feedback given to teachers.
By the end of the 3rd Quarter, 6th graders will show overall growth of 3.3% in performance level in literacy and math scores as determined by TLI module data. (Q4-3.3%)	X		2	3/13/15	Math = 41% (13.8% increase) Reading = 41% (5.1% increase) Language = 53% (1.9% increase) Overall 6.9% increase
By the end of the 3rd Quarter, 7th graders will show overall growth of 3.3% in performance level in literacy and math scores as determined by TLI module data. (Q4-3.3%)	X		2	3/15/15	Math = 47% (6.8% increase) Reading = 47% (20.5% increase) Language = 42% (14% decrease) Overall = 4.4% increase
By the end of the 3rd Quarter, 8th graders will show overall growth of 3.3% in performance level in literacy and math scores as determined by TLI module data. (Q4-3.3%)		X	2	3/13/15	Math = 33% (25% decrease Reading = 45% (15.3% increase) Language = 38% (8.5% increase) Science = 44% (0% increase) Overall = 30% decrease Starting May 6th the teachers will start a review with all students who missed standards on the

Quarterly ESEA Reporting Form

					TLI in 8th grade. While those students are reviewing the other students will begin with a preview of 9th grade math content to prepare for transition.
By end of the 3rd Quarter 2014, 75% of 6th through 8th graders will STAR test and reading levels will be assigned as determined by STAR summary reports. (4Q-100%)			2	3/13/15	No data due to the inclement weather and PARCC testing. The data will be available for Quarter 4 report.
By the end of the 3rd Quarter, students enrolled in Read 180 will show overall growth of Lexile Level as determined by Scholastic Growth Reports. (4Q-growth)			2	3/13/15	No data due to the inclement weather and PARCC testing. The data will be available for Quarter 4 report.
By the end of the 3rd Quarter, students enrolled in System 44 will show overall growth of Lexile Level as determined by Scholastic Growth Reports. (4Q-growth)			2	3/13/15	No data due to the inclement weather and PARCC testing. The data will be available for Quarter 4 report.
By the end of the 3rd Quarter, students enrolled in Math 180 will show overall growth of Lexile Level as determined by Scholastic Growth Reports. (4Q-growth)			2	3/13/15	No data due to the inclement weather and PARCC testing. The data will be available for Quarter 4 report.
By the end of the 3rd Quarter, student disciple data will decrease by 30% (108) as evidenced by eSchool records. (4Q-40% (93))		X	3	3/13/15	124 referrals which is a 19% decrease from baseline data 29% decrease in referrals from Quarter 2 20 referrals for continuous discipline problem 17 referrals for profanity use The principal held a staff meeting to address the problem areas in regard to discipline. Conferences are being scheduled with parents

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					to address the concerns with certain students and devise a plan. Teachers have decided that they will begin addressing dress code infraction and supply needs with individual students on a case by case basis using various strategies. The school resource officer will also begin with certain interventions with students.
By the end of the 3rd Quarter, an increase of 10% of parents and community participation in school activities and wellness as determined by attendance logs and sign-in sheets. (Q4-10%)			4	3/13/15	Math and Science night was cancelled due to the inclement weather and will be rescheduled for the 4th Quarter.

Quarterly ESEA Reporting Form

Date Completed: March 13, 2015

School: Earle High School

District: Earle School District

Status: Priority

Principal: Juanita Bohanon

ADE School Improvement Specialist: Kerri Williams

External Provider: Education Consulting Services

Internal School Improvement Specialist: None

Highlights from __3rd__ Quarter:

- Building climate and school culture is consistently positive
- Good participation for Parent/Teacher Conference
- Six students were selected to be pages for the House of Representatives
- Varsity (Sr.) boys basketball team: 1) earned Runner up for the District Tournament 2) won the Regional Tournament 3) State final four 4) district runner up
- Consistent improvements in technology. Teachers are utilizing what has been introduced in professional development and other trainings.
- English department is showing growth in utilizing profession development and data within the classrooms
- 2 students won the National Benjamin Banneker award and 1 student received honorable mention
- Increased focus on School Improvement Efforts and data
- Math department is looking more at data and discussing strategies to assist struggling students
- Band: 1) 5 students attended University of Memphis honor band 2) 2 students attended Ole Miss honor band 3) 4 junior high students selected for Arkansas State honor band 5) Texarkana, TX concert assessment 3rd place 6) Solo ensemble competition received 9 superior ratings and 13 excellent ratings 7) 2 senior high students selected for Arkansas State University honor band 8) 5 students attended Delta State University honor marching band 9)

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utilizing technology for communication with 151 followers on Facebook and 151 followers on Twitter
- Teachers are having input on embedded professional development and beginning to connect the dots and realize the efforts that are occurring and areas in which need improvement.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- No input was provided

b) Building Principal:

- The building principal reported the science teacher is currently on medical leave and finding a replacement mid-year is difficult; Resignation is awaiting board acceptance.

b) Building Leadership Team:

- Building leadership team reported concerns due to the inclement weather and testing schedule is resulting in missed instruction time with students and the inability to finish teaching instructional units

c) School Improvement Specialist:

- School improvement specialist noted teacher turnover rate is negatively impacting instruction. The 10th grade has new teachers in every subject area; the science class has had a new teacher each year with the current teacher on medical leave mid-year.

d) Other:

External Provider noted:
- The need for additional time for teacher training
- Inability to retain teachers and hire highly qualified teachers. The district recruits heavily from Teach For America
- Inclement weather, TLI testing, and PARCC testing has reduced the time students have in the classroom which has impacted instruction.

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Additions/Revisions to current year's PIP/TIP: • No revisions this quarter

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IMO Area: 1. Change in teacher and leader practice: Met: _4__ Not Met: _0__
2. Student progress and achievement: Met: _3__ Not Met: _7__
3. Student safety and discipline: Met: _0__ Not Met: _2__
4. Parent and community engagement: Met: _2__ Not Met: _0__
Total IMO's this Quarter: _18___ Met: _9__ Not Met: _9__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By the end of the 3rd quarter 2015, building administrators will review lesson plans to ensure objectives, multiple research-based strategies, and alignment with state academic content standards are implemented in at least 70% of classrooms based on lesson plan rubric.	X		1	3/13/15	79% - Building administrators have reviewed lesson plans to ensure alignment.
By the end of the 3rd quarter 2015, based on lesson plans, the observation data will show alignment with lesson plan content and classroom instruction in 60% of classrooms as indicated by observation data.	X		1	3/13/15	Based on lesson plans and observation data, there is an alignment with lesson plans and instruction in 75% of classrooms on a consistent basis.
By the end of the 3rd quarter 2015, based on observation data, 60% of teachers will attend monthly professional development based on individual teacher needs.	X		1	3/13/15	91% - Professional development is being provided for teachers based on individual needs.
By the end of the 3rd quarter 2015, instructional team meeting agenda and minutes will reflect at least 20% of the meetings were spent reviewing data to	X		1	3/13/15	Team meetings and agendas state that discussion around data is occurring 20-25% in all meetings. Teachers are discussing strategies to implement and

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inform instruction for continuous improvement and student progress including formative data analysis and interventions.					increase student learning.
By the end of the 3rd quarter 31 students which is 66% of the 7th grade reading students will reflect proficiency as forecast by rubric for TLI scores (AMO 65.97)		X	2	3/13/15	64% - 30 students were proficient of 47 tested based on TLI assessments. Literacy teachers are meeting to analyze the data to create strategies for students who did not score proficient.
By the end of the 3rd quarter 34 students which is 66% of the 8th grade reading students will reflect proficiency as forecast by rubric for TLI scores (AMO 65.97)	X		2	3/13/15	79% - 38 students were proficient of 48 tested based on TLI assessments.
By the end of the 3rd quarter 61students which is 66% of the 11th grade reading students will reflect proficiency as forecast by rubric for TLI scores (AMO 65.97)	X		2	3/13/15	68% - 30 students were proficient of 48 tested based on TLI assessments.
By the end of the 3rd quarter 33 students which is 66% of the 7th grade writing students will reflect proficiency as forecasted by rubric for TLI scores (AMO 65.97)	X		2	3/13/15	75% - 36 students were proficient of 48 tested based on TLI assessments.
By the end of the 3rd quarter 37 students which is 66% of the 8th grade writing students will reflect proficiency as forecasted by rubric for TLI scores (AMO 65.97)		X	2	3/13/15	59% - 29 students were proficient of 49 tested based on TLI assessments. Literacy teachers are meeting to analyze the data to create strategies for students who did not score proficient.

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By the end of the 3rd quarter 30 students which is 66% of the 11th grade writing students will reflect proficiency as forecasted by rubric for TLI scores (AMO 65.97)		X	2	3/13/15	40% - 17 students were proficient of 43 tested based on TLI assessments. Literacy teachers are meeting to analyze the data to create strategies for students who did not score proficient.
By the end of the 3rdquarter 33 students which is 65% of the 7th grade module math students will reflect proficiency as forecasted by rubric for TLI scores (AMO 64.37)		X	2	3/13/15	24% - 12 students were proficient of 50 tested based on TLI assessments. Math teachers met to discuss data; determined that students are performing better on paper pencil test than the computer based test. The teachers have started giving paper pencil test and computer based test. The department is providing incentives for the students with the best scratch paper on computer based test.
By the end of the 3rd quarter 34 students which is 65% of the 8th grade module math students will reflect proficiency as forecasted by rubric for TLI scores (AMO 64.37)		X	2	3/13/15	26% - 12 students were proficient of 46 tested based on TLI assessments. Math teachers met to discuss data; determined that students are performing better on paper pencil test than the computer based test. The teachers have started giving paper pencil test and computer based test. The department is providing incentives for the students with the best scratch paper on computer based test.

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By the end of the 3rd quarter 22 students which is 65% of the Algebra I students module will reflect proficiency as forecasted by rubric for TLI scores (AMO 64.37)		X	2	3/13/15	62% - 24 students were proficient of 39 tested based on TLI assessments. Math teachers met to discuss data; determined that students are performing better on paper pencil test than the computer based test. The teachers have started giving paper pencil test and computer based test. The department is providing incentives for the students with the best scratch paper on computer based test.
By the end of the 3rd quarter 28 students which is 65% of the Geometry students module will reflect proficiency as forecasted by rubric for TLI scores (AMO 64.37)		X	2	3/13/15	15% - 6 students were proficient of 41 tested based on TLI assessments. Math teachers met to discuss data; determined that students are performing better on paper pencil test than the computer based test. The teachers have started giving paper pencil test and computer based test. The department is providing incentives for the students with the best scratch paper on computer based test.
By the end of the 3rd quarter student tardiness will decrease by 5% from the baseline data as evidenced by the e-school report. (decrease by 5% each quarter) Goal for 3rd Quarter 34 Goal for 4th Quarter 32		X	3	3/13/15	54 tardies for the 3rd quarter Administrators are analyzing tardy data to determine the following: Time of day, area, teacher, and grade with the majority of tardies. They are also meeting with teachers to ensure that procedures are

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					being followed.
By the end of the 3rd quarter student disciplinary referrals will decrease by 5% from the baseline data as evidenced by the Deans of Students records. (decrease by 5% each quarter) Goal for 3rd Quarter 32 Goal for 4th Quarter 30		X	3	3/13/15	40 referrals for the 3rd quarter Administrators are meeting with teachers to determine what students meet the criteria for Alternative Education. Some of the referrals are isolated to certain teachers (first year teachers) and the principal is working on scheduling classroom management professional development for teachers at the end of the school year/summer and breakout sessions for the beginning of the 15-16 school year. Some classrooms have larger numbers of students and the leadership team is working on scheduling for next year to equal out the number of students in each class.
By the end of the 3rd quarter teachers will increase the parental contact by 10% as evidenced by each teacher's parental communication log.	X		4	3/13/15	100% of teachers contacted parents and increased the parental contact by 10%.
By the end of the 3rd quarter 85% of teachers record grades and generate interim reports for students and parents as evidenced by a Teacher Access Center report via Ms. Watson, high school counselor grade administrator Goal for 3rd Quarter 85% Goal for 4th Quarter 90%	X		4	3/13/15	85% of teachers have recorded grades and generated interim reports

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Third Quarter ESEA IMO Report

Date Completed: April 01, 2015

School: Forrest City High School

District: Forrest City School District

Status: Priority Academic Distress

Principal: Osceola Hicks

ADE School Improvement Specialist: Janie Hickman

External Provider: None

Locally Hired School Improvement/Internal Provider: Michael Hawkins

Highlights:

- A Parent Summit was held to inform parents of the state of the district and included presenters from each building.
- A positive culture shift is evident in the building.
- Three high school teachers are involved in the Emerging Leaders Program – 1) a project to use Data for instruction; 2) a project to improve Lesson Plans, 3) a project to improve School Culture.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- The district leadership team and superintendent stated a need for the two assistant principals to develop instructional and organizational capacity so that they may provide needed support for the principal.
- There is a need for an instructional facilitator to focus on the instructional program at the high school.
- Lost instructional time due to missing 8 days from inclement weather is a district concern.

Third Quarter ESEA IMO Report

b) Building Principal:

- The principal expressed a concern with the amount of extra reports required by the state.
- The principal expressed a concern with the lack of administrative help, including lack of facilitators.
- The range of PD and level of emphasis placed on implementation is a concern.
- Lack of fidelity in implementing various supplemental components of LD (I.e. DI, RTI-2, etc.) is a concern of the principal.

c) Building Leadership Team:

- There is a concern about the number of missed days of instruction time due to inclement weather and the effect in will have on test scores.

d) ADE School Improvement Specialist:

- The ADE SIS is concerned about the loss of instructional time due to loss of 8 days of inclement weather.
- The ADE SIS is concerned about the lack of consistent quality help for the principal in the area of discipline, instruction, and curriculum.
- There is a concern for the low interim assessment scores, although there is growth in most areas.
- The ADE SIS is concerned about the number of students tardy.

e) Other:

- None

Additions/Revisions to current year's PIP/TIP:

No changes were made.

Third Quarter ESEA IMO Report

IMO Area:

1. Change in teacher and leader practice: Met: __**1**__ Not Met: __**1**__
2. Student progress and achievement: Met: __**0**__ Not Met: __**5**__
3. Student safety and discipline: Met: __**0**__ Not Met: __**2**__
4. Parent and community engagement: Met: __**2**__ Not Met: __**0**__

Total IMO's this Quarter: __**11**__ Met: __**3**__ Not Met: __**8**__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By April 01, 2015, the principal, assistant principals and the school improvement specialist will conduct an average of **50 C.W.T.'s per week** to determine the level of student engagement in learning.		x	1	04/01/15	The data is put into the school's database and progress monitored by the principal, and the internal school improvement specialist
By April 01, 65% of the teachers will document in their lesson plans and appropriately implement six (6) of Marzano's High Yield Strategies learned during a prior PLC.	x		1	04/01/15	The progress of documentation and implementation monitored by the principal and the internal school improvement specialist.
By January 22, 2015 70% of 11th grade literacy students will score 70% or better on **The Learning Institute (TLI)** interim assessment.		x	2	01/22/15	Progress monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner. 24% of 11th grade students scored proficient or advanced. This is a decrease of 3% from the last module.
By January 30, 2015 65% of Algebra I students will score 70% or better on the		x	2	01/30/15	Progress monitored by the internal school improvement specialist, the district test

Third Quarter ESEA IMO Report

TLI interim assessment.					coordinator, and the external Concentric partner. 11% scored above 70%. There was an increase of 13% moved from below basic to basic (16 students)
By March 11, 2015 70% of Algebra I students will score 70% or better on the TLI interim assessment.		x	2	03/11/15	Progress monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner. 0.79% (1 student) scored above 70%. There was an increase in basic from below basic students by 26% (28 students).
By January 22, 2015 70% of Geometry students will score 70% or better on the TLI interim assessment.		x	2	01/22/15	Progress monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner. 19.5% of students scored below 70%, however a significant number of students moved from Below Basic to Basic (45 students) and 18 students (12%) increase in proficient and 3 students increased into advanced.
By April 01, 2015 72% of Geometry students will score 70% or better on the TLI interim assessment.		x	2	04/01/15	Progress monitored by the internal school improvement specialist, the district test coordinator, and the external Concentric partner. 91% students scored below 70%. Teachers were advised to forget TLI during this time and focus on designated standards for the PARCC test, as well as missed days due to inclement weather.
By April 01, 2015 there will be a 10% decrease in the number of students tardy.		x	3	04/01/15	Progress monitored by the assistant principals, counselors, and external Concentric partner. There was an increase of students tardy from 462 to 497 in the third nine weeks.

Third Quarter ESEA IMO Report

By April 01, 2015 there will be a 10% decrease in the number of discipline referrals submitted by administrators.		x	3	04/01/15	Progress monitored by the assistant principals, counselors, and external Concentric partner. There was a decrease of 11 student referrals from 2nd nine weeks and 10% would be 16 students.
From January 5 – April 01, 2015 each faculty member will have documented 25 parent contacts per nine week grading period.	x		4	04/01/15	Supporting data on file in principal's office. Progress monitored by the parent involvement coordinator. 100% of teachers submitted documentation of 25 parent contacts
From January 5 – April 01, 2015 a minimum of one parent/teacher conference will be held. Twenty percent (20%) of the parents will attend.	x		4	04/01/15	Supporting data on file in principal's office. Progress monitored by the parent involvement coordinator. Sign in sheets documented 371 participants attended, which is 46%.

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Third Quarter ESEA IMO Report

Date Completed: March 31, 2015

School: Forrest City Junior High School

District: Forrest City

Status: Priority/Academic Distress

Principal: Reginald Murphy

ADE School Improvement Specialist: Janie Hickman

External Provider: Arkansas Public School Resource Center

Internal School Improvement: Michael Hawkins

Highlights:

- Dr. J. Pollock and Arkansas Public School Resource Center (APSRC) are working with the faculty to improve overall instruction and student achievement.
- Teachers and facilitators continue to develop curriculum documents for each subject area and post them to the school website.
- Teachers continue to host “Parents’ Night” by subject area to give parents the opportunity to be informed and participate in the curriculum.
- A team consisting of teachers and students was formed to create incentives for the students who reach assigned goals. Students have gone on a field trip and received incentives for their attendance, academic achievement, and discipline.
- The technology subcommittee facilitated a training session covering Google Classroom, Google Drive, and Power Point. These workshops were differentiated according to the technology skill level of each teacher.
- All Chrome books have been received and are being used in the classrooms.
- Interim Assessment scores proved to be comparable to other schools in the assessment network.
- A Project Manager was hired to assist the principal with implementation of the SIG grant.

Third Quarter ESEA IMO Report

- The school participated in the district's Parent Summit on March 17, 2015. Instructional Facilitators presented break-out sessions covering the Common Core State Standards and how parents could help.
- Students were awarded an extended lunch for their effort during PARCC Assessment administrations.
- The art teacher (Mr. Joey Moseley) met with the governor.
- A monthly breakfast for parents is held to provide an opportunity to meet with the principal.
- Students attended the Lion King play in Memphis as a means of exposing them to the fine arts.
- Consultant visits from English language arts and mathematics curriculum companies provided onsite professional development for teachers.
- One teacher is participating in the districts' Emerging Leader Project with a project that focuses on a need identified in the building.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team Concerns:

- There is a need to develop higher expectations for all staff and students.
- Expeditionary Learning does not provide a parent component to support student learning at home.
- Lost instructional time due to missing 8 days from inclement weather is a district concern.

b) Building Principal Concerns:

- The principal reported that mid-year reviews have limited the amount of time he can spend in classrooms.

c) Building Principal, School leadership team, and Internal School Improvement Specialist collaborated and listed the following concerns/barriers:

- Teachers are in need of more curriculum training.

- The curriculum and interim assessments are not fully aligned. Therefore, teachers have to modify lessons to ensure assessed standards are taught.
- Some teachers have not embraced implementing the Arkansas Standards for literacy and mathematics.
- The loss of eight instructional days due to adverse weather conditions is a concern.
- Three long-term substitutes are working in the building, two of them for teachers on extended medical leave.

d) ADE SIS Concerns:

- Curriculum and interim assessments are not fully aligned.
- Interim assessment scores are a concern
- A need exists for higher expectations for both faculty and students
- The physical condition of the building is a concern. Several bathrooms were all or partially out of order on several visits and large chunks of floor tiles are missing in multiple places in the hallways
- The structure and use of ISS is a concern.

e) Other:

- NONE

Additions/Revisions to current year's PIP/TIP:

- No additions or revisions to the current year's PIP have been made.

Third Quarter ESEA IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: __**3**__ Not Met: __**0**__
2. Student progress and achievement: Met: __**0**__ Not Met: __**4**__
3. Student safety and discipline: Met: __**1**__ Not Met: __**0**__
4. Parent and community engagement: Met: __**1**__ Not Met: __**0**__
Total IMO's this Quarter: ___**9**__ Met: __**5**__ Not Met: __**4**__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
The principal will spend 47.2% of his time, as evidenced by Checklist data, working with teachers to improve instruction by the end of the third quarter.	X		1	03/31/15	Documentation of time spent working with teachers showed 49.84%. Data was taken from Mr. Murphy's documentation of his schedule and time with teacher logs.
The principal and Core Team will conduct 158 classroom walkthroughs, as evidenced by data collected on walkthrough app monthly by the end of the third quarter.	X		1	03/31/15	Documentation of 167 classroom walkthroughs. Data was taken from CWT reports from Mr. Murphy's logs.
High Yield strategies will be used in 92.5% of classrooms, as evidenced by GANAG Focus Walks, by the end of the third quarter.	X		1	03/31/15	Documentation of 93.93% usage of strategies on the IMO Checklist. Data was taken from documentation of classroom observations and lesson plans.
Literacy – All students will be 58.49% proficient on interim assessment by the end of the third quarter.		X	2	03/31/15	Documentation of 31% proficient on the interim assessment. Data was taken from the ANET Interim Assessment Reports
Literacy – Students with disabilities will be 41.09% proficient on interim assessment		X	2	03/31/15	Documentation of 22% of students with disabilities scoring proficient on the

Third Quarter ESEA IMO Report

by the end of the third quarter.					interim assessment. Data was taken from the ANET Interim Assessment Reports.
Math – All students will be 57.09% proficient on Interim Assessment by the end of the third quarter.		X	2	03/31/15	Documentation of 30% of students scoring proficient on the interim assessment Data was taken from the ANET Interim Assessment Reports
Math – Students with disabilities will be 40.33% proficient on Interim Assessment by the end of the third quarter.		X	2	03/31/15	Documentation of 23% of students with disabilities scoring proficient on the interim assessment. Data was taken from the ANET Interim Assessment Reports.
Public Celebrations will increase by 62.5% through honor board, privilege cards, student of the week, and other public celebrations by the end of the third quarter.	X		3	03/31/15	Documentation of 116% increase in Teacher/Building Celebrations. Data was taken from Honor roll, Perfect Attendance, 100 Points Club, Round-Up Student of the Week, Teacher's student of the week, Spelling Bee Participants, Fast ForWord achievers.
By the end of the third quarter, 97.5% of teachers will maintain communication with parents/guardians, as evidenced by a file of communication.	X		4	03/31/15	Documentation of 100% of teachers maintaining communication logs. Data was taken from teacher logs of communication with parents.

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Third Quarter ESEA/ IMO Report

Date Completed: April 3, 2015

School: Summit ALE

District: Hot Springs

Status: Priority

Principal: Kelley Deardorff

ADE School Improvement Specialist: Tiah Frazier

External Provider: E2E/ Elbow 2 Elbow; Toni Lockhart

Internal School Improvement Specialist: None

Highlights:

- The principal is implementing the TESS process and fully utilizing Bloomboard; regularly schedules formal observations and provides specific feedback as it relates to targeting student growth and achievement.
- The principal is working with external provider to address individual and/or grade level needs based on informal and formal observational data; the external provider often assist in a coaching type model for this ALE because there are not instructional facilitators in the building; the building principal and external provider address areas of concern as identified through formal and informal observations.
- Teachers use the online format for TLI testing and use data for decisions about instructional plans; TLI modules are aligned with district curriculum and instructional teams meet regularly to discuss growth of students and make decisions on ways to target student intervention groups in a multi-level classroom.
- Data teams are organized and meeting twice a month, and agendas/sign-in sheets are on file in the evidence box.
- Data teams have met as new students have enrolled this semester to make key decisions about placement and individual education plans and goals.
- Use of data from Nichols Behavior Charts, NWEA, TLI and classroom progress is discussed as part of data team conversations.

Third Quarter ESEA/ IMO Report

- Implementation of math Type I, II and III tasks has begun.
- Teachers are using the new format of PARCC for literacy.
- 5-11 science teachers are using weekly science open responses.
- Disaggregated data from January 7 TLI assessments during instructional team meetings.
- Continued creation of templates for answering essay- formatted questions and math PARCC-alike problems.

Third Quarter ESEA/ IMO Report

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

District administration performed focus walks and the feedback indicated the following concerns: teachers need to implement rigorous questioning techniques; teachers need to plan for differentiated strategies during instruction; and teachers need to use less prepared packets and more projects.

b) Building Principal:

No concerns reported.

c) Building Leadership Team:

The Leadership Team reported concerns about time spent on standardized testing preparation and testing administration; worried about lost instructional time; concerned about bandwidth and number of devices for student use.

d) ADE School Improvement Specialist:

None

e) Other:

None

Additions/Revisions to current year's PIP/TIP:

Due to inclement weather days during the 3rd quarter some revisions have been made to the 3rd and 4th quarter IMO's to better meet the needs of the students being served.

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: __6___ Not Met: __0__
2. Student progress and achievement: Met: __2___ Not Met: __0__
3. Student safety and discipline: Met: __1___Not Met: __0__
4. Parent and community engagement: Met: __1__ Not Met: __0__

Total IMO's this Quarter: __10__ Met: __10__ Not Met: __0__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By the end of October, 2014, and continuing monthly, 100% of the students attending Summit/Vista will have individual plans to address their individual needs after the first two weeks of attendance. *During testing periods of the year, teachers will wait until they have had new students for two weeks in regular classes before creating individual plans	X		1	04/03/15	-Use of data from Nichols Behavior Charts, NWEA, TLI and classroom progress is discussed as part of Data Team conversations -All students who have been enrolled more than three weeks now have a completed Nichols Behavior Chart and Action Plan housed in the counselor's office
By March 6, 2015, 100% of teachers in grades 3-11 literacy and social studies will have modeled, assisted, and scored at least three prose constructed response patterned after the PARCC model within that quarter. By March 6, 2015, 100% of teachers in grades 3-11 math will have modeled, assisted, and scored at least three Type II and two Type III problems patterned after the PARCC model within that quarter.	X		1	04/03/15	-Teachers use the online format for TLI testing and use data for decisions about instructional plans -Implementation of math Type I, II and III tasks -100% of teachers in grades 3-11 literacy and social studies now have three scored responses patterned after the PARCC in the documentation box -At least 90% of teachers in grades 3-11 math have two Type III and one Type II problem patterned after the PARCC on

Third Quarter ESEA/ IMO Report

					file in the documentation box
By the end of March, 2015, 90% of the teachers will consistently use higher levels of questioning as evidenced in informal and/or formal observations through the TESS model.	X		1	04/03/15	-Based on classroom observations, principal interviews, external provider reports, and evidence placed in the IMO box; 100 % of teachers used higher levels of questioning during lessons observed
By the end of October, 2014, and continuing monthly, the building administrator will lead the staff through identifying strengths and weaknesses according to the Charlotte Danielson's Framework for Teaching Domains recorded from focus walk data.	X		1	04/03/15	-Weakness identified in mathematics; more engaging math materials/activities were shared with and some modeled for teachers
By the end of October, 2014, and continuing monthly, the building administrator will use the data from classroom observations and Bloomboard progress to determine and plan for support of individual teachers.	X		1	04/03/15	-Principal is implementing TESS process and fully utilizing Bloomboard -Principal is working with external provider to address individual and/or grade level needs based on informal and formal observation
By the end of September, 2014, and continuing weekly, the building administrator will require full implementation of the lesson plan template as indicated by at least 90% of plans documented through the principal's spreadsheet.	X		1	04/03/15	-100% of teachers implemented use of approved lesson plan template
By end of January, 2015, formative literacy data will reflect that at least 40% of students have demonstrated growth since enrollment in Summit/Vista. By end of March, 2015, formative literacy	X		2	04/03/15	-Literacy teachers are working on the format for essays that require use of multiple texts -85% of students had shown growth in literacy -89% of students had shown growth in

Third Quarter ESEA/ IMO Report

data will reflect that at least 42% of students have demonstrated growth since enrollment in Summit/Vista.					math
By end of January, 2015, formative math data will reflect that at least 50% of students have demonstrated growth since enrollment in Summit/Vista. By end of March, 2015, formative math data will reflect that at least 52% of students have demonstrated growth since enrollment in Summit/Vista.	X		2	04/03/15	-Teachers are using the new format of PARCC for literacy and have begun implementing Type I, II and III math problems
IMO: By the end of third quarter of school year 2014-15, (March 12), discipline referrals will decrease or stay the same as compared to the same quarter of the 2012-2013 school year.	X		3	04/03/15	-The discipline data report from April 2, 2015 indicates the discipline referrals stayed the same as compared to the 3rd quarter of the 2012-2013 school year
Beginning October 1, 2014, and continuing quarterly thereafter, 100% of teachers will have initiated a parental involvement activity to engage parents.	X		4	04/03/15	-100% of teachers will have initiated a parental involvement activity to engage parents

Third Quarter ESEA/IMO Report

Date Completed: April 1, 2015

School: Anna Strong Intermediate School

District: Lee County

Status: Priority

Principal: Mary Hayden

ADE School Improvement Specialists: OIS - Andrew Tolbert, Janice Streeter, Jeff Martello

School Improvement Specialists: Charlotte Earwood and Wendy Allen

External Provider: Fetterman & Associates

Internal School Improvement Specialist: None

Highlights:

- Renew, a public service organization, recognized Anna Strong staff, students, and family members for their volunteer efforts in the local community.
- The district's Spring Fling was a huge success; approximately 200 Anna Strong students and family members participated in this annual event.
- All staff members continue to work toward full-implementation of the Positive Behavior Intervention System. Some have been more consistent in their efforts than others, but perceptual data regarding discipline actions indicates a moderate reduction in office referrals. No statistical data is available to verify these perceptions (*See the IMO chart at the end of this report.)*
- District and state leadership determined that merging grades K-2 with grades 3-6 will reduce expenditures necessary to operate two campuses. As a result, all K-6 students will be served at Anna Strong Learning Academy beginning with the 2015-2016 school year.

Third Quarter ESEA/IMO Report

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The State Board of Education released Lee County School District from State Takeover at its regular meeting in March. While district leadership is pleased with progress to date, members of the district leadership team voiced the need to ensure that currently-implemented school improvement efforts continue to be effectively implemented and to consistently seek and implement research-based interventions and actions to improve student outcomes.

b) Building Principal:

- The principal stated that even though staff members perceive office referrals have been reduced during the third quarter, she remains concerned that all staff members consistently implement the Positive Behavior Intervention System.
- Additionally, the principal indicated inclement weather closings have forced leadership to cancel and/or postpone activities planned during the third quarter.

c) Building Leadership Team:

Some staff members indicated concern that merging Whitten Elementary and Anna Strong Intermediate will result in a reduction of force and, consequently, either changes in position or the loss of jobs.

Third Quarter ESEA/IMO Report

d) ADE School Improvement Specialist:

- While the principals at Whitten and Anna Strong work well together and share similar visions for their students, merging two faculties into one is always a challenge. Transparency and adequate support from district leadership during every aspect of this merger will promote a collaborative culture and climate where adults consistently do what is best for kids.
- The perceived decrease in discipline referrals, concerns regarding classroom management voiced by the principal and the external provider, and the percent of students reported as authentically engaged in instruction during classroom observations do not align.

e) Other:

External providers reported that teachers' classroom management skills remain inconsistent.

Additions/Revisions to current year's PIP/TIP:

The ADE SIS continues to work with members of the school's leadership team to revise IMOs in the current PIP to ensure rigor and reflect meaningful improvement.

Third Quarter ESEA/IMO Report

IMO Area: 1. Change in Teacher and Leader Practice: Met: __1__ Not Met: __0__
2. Student Progress and Achievement: Met: __1__ Not Met: __0__
3. Student Safety and Discipline: Met: __0__ Not Met: __1__
4. Parent and Community Engagement: Met: __1__ Not Met: __0__
Total IMO's this Quarter: __4__ Met: __3__ Not Met: __1__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 20, 2015, the principal will spend at least 40% of the instructional day working directly with teachers to improve instruction.	X		1	03/20/15	Documented reflection of weekly schedules, designed to reflect the principal's use of time, indicate the principal spends approximately 49% of her time working directly with teachers to improve instruction.
By March 20, a minimum of 50% of students will be authentically engaged in instruction.	X		2	03/20/15	Classroom observation data indicates approximately 79% of students were authentically engaged in instruction. This level of engagement exceeds the third-quarter goal by approximately 29%.
By March 20, there will be a 10% decrease in office referrals as compared to the second quarter.		X	3	03/20/15	Discipline data stored within e-school indicates the principal addressed 56 office referrals during the third quarter. As noted in the school's second quarter IMO report, entries were incomplete during the first quarter. Continued issues with data entry resulted in a partial reflection of second-quarter data. Therefore, we were not able to make a statistical comparison between second and third quarters.

Third Quarter ESEA/IMO Report

By March 20, 2015, the school will host one additional opportunity for family and community members to engage in the life of the school as compared to the third quarter of the 2013-2014 school year.	X		4	03/20/15	In addition to the events held annually during the third quarter (listed below), Anna Strong also hosted a Saturday PARCC practice session for family and community members on January 24, 2015. • First Semester Awards Assembly • Black History Program • Parental Involvement Committee Meeting • Valentine Ball

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Third Quarter ESEA/IMO Report

Date Completed: April 3, 2015

School: Lee High School

District: Lee County

Status: Priority

Principal: Phylistia Stanley

ADE School Improvement Specialists: Office of Intensive Support: Andrew Tolbert, Janice Streeter, Jeff Martello

School Improvement Specialists: Charlotte Earwood and Wendy Allen

External Provider: Fetterman & Associates

Internal School Improvement Specialist: None

Highlights:

The principal reported the following highlights:

- Funds provided through Title I 1003(a) grants in 2012-2014 have been either expended or encumbered.
- Plans for utilizing funds awarded during the 2014-2015 school year are near completion and will be included in the 2015-2016 ACSIP.
- Lee High School earned accreditation through AdvancEd. Recommendations for improvement will be addressed in the 2015-2016 ACSIP.
- The district's Spring Fling was a huge success; approximately 250 LHS scholars and family members participated in this annual event.

It was noted that the principal has made effective use of data to evaluate current systems in place at the school. Even though the third-quarter goal for reducing discipline referrals to the office was not met, Ms. Stanley worked collaboratively with members of the leadership team to analyze recently collected discipline data to determine effectiveness of the school's current discipline policy and identify next steps for improvement. These data are reflected in the IMO chart at the end of this report.

Third Quarter ESEA/IMO Report

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The State Board of Education released Lee County School District from State Takeover at its regular meeting in March. While district leadership is pleased with progress to date, members of the district leadership team voiced the need to ensure that currently-implemented school improvement efforts continue to be effectively implemented and that additional research-based interventions and actions to improve student outcomes are considered for implementation when data analyses indicate standard practice is not effective.

b) Building Principal:

The principal stated that due to the number of discipline referrals to the office, she is concerned about spending at least 50% (fourth-quarter goal) of each school day working directly with teachers to improve instruction.

c) Building Leadership Team:

The leadership team is concerned about the number of days devoted to uninterrupted instruction. The school was closed approximately six days due to inclement weather, various TLI interim assessments have recently and will soon be administered, and PARCC testing began March 6.

d) ADE School Improvement Specialist:

While classroom observation results indicate 70% of teachers use research-based instructional strategies, student achievement results from all recent TLI interim assessments except Geometry do not reflect increased levels of student proficiency from initial assessments at the IMO goal of 30%. In fact, literacy performance scores indicate 9th through 11th grade students scored at lower levels of proficiency as compared to initial assessments. (See IMO chart at the end of this report for specific results.)

e) Other:

The external provider is concerned that training and work regarding the development of a written, standards-based curriculum that is aligned K-12 continue through the summer and into the 2015-2016 school year.

Additions/Revisions to current year's PIP/TIP:

The ADE SIS continues to work with members of the school's leadership team to align school improvement plans created within Indistar software with interventions, actions, and interim measurable objectives included in the current PIP.

Third Quarter ESEA/IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: __2__ Not Met: __0__
2. Student progress and achievement: Met: __1__ Not Met: __9__
3. Student safety and discipline: Met: __0__ Not Met: __1__
4. Parent and community engagement: Met: __0__ Not Met: __0__
Total IMO's this Quarter: __13__ Met: __3__ Not Met: __10__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 20, 2015, 60% of teachers will use high-probability strategies to improve instruction to students as indicated by CWTs and informal observation data.	X		1	03/20/15	Results from classroom observations conducted by instructional leaders during the third quarter indicate approximately 70% of teachers use high-probability strategies to improve instruction. The strategy noted most often is questioning. Teachers were observed asking more questions that require students to use higher-order thinking skills. These questions sometimes lead to students asking questions of their peers amid academic conversations.
By March 20, the principal will spend at least 40% of each school day working directly with teachers to improve instruction.	X		1	03/20/15	Based on the principal's weekly schedules and documentation of actual work, she spent approximately 45% of each school day working directly with teachers to improve instruction.

Third Quarter ESEA/IMO Report

By March 20, 2015, each content-area TLI assessment will show a 30% increase in the number of students who score at proficient and advanced levels as compared to the initial assessment.	X	X X X X X X X X X	2	03/20/15	Math Data: Initial Most Recent 7th Grade 29 57 8th Grade 30 50 Algebra I 29 47 Geometry 23 59 Algebra II 47 48 Literacy Data Initial Most Recent 7th Grade 24 26 8th Grade 30 46 9th Grade 42 40 10th Grade 52 36 11th Grade 52 27

By March 20, 2015, there will be a 30% decrease in the number of discipline referrals to the office as compared to the first quarter.		X	3	03/20/15	Based on discipline data presented by the principal, the number of discipline referrals has remained steady since the first quarter. School leadership has developed an electronic system for submitting referrals and creating various reports for analysis by the leadership team. The following findings from the third quarter are of particular note: • Over 100 referrals were submitted to the office between January 6 and January 20. One teacher submitted almost half of these referrals. The principal has provided coaching and support to teachers who do not consistently demonstrate classroom management skills. The number of referrals from these teachers has slightly declined, but further training and support are needed. • Over 50% of all referrals involved seventh- and eighth-grade students. • Approximately 60% of referrals are for "failing to follow reasonable instructions." • Twenty-five students were responsible for approximately 40% of all referrals. Intervention team members have worked collaboratively with parents and students to develop Individual

					Behavior Plans for ten of the twenty-five repeat offenders. These plans have proven successful for two–to-three weeks, but no long-term improvement has been noted.

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Third Quarter ESEA/IMO Report

Date Completed: April 2, 2015

School: Whitten Elementary

District: Lee County

Status: Priority

Principal: Lillie Sexton

ADE School Improvement Specialists: Office of Intensive Support: Andrew Tolbert, Janice Streeter, Jeff Martell
School Improvement Specialists: Charlotte Earwood and Wendy Allen

External Provider: Fetterman & Associates

Internal School Improvement Specialist: None

Highlights:

The principal noted the following highlights:

- Over 200 parents and/or guardians participated in school-sponsored sessions designed to educate families on state-mandated assessments and on the use of instructional technology within school and home settings to support student learning.
- The school hosted Black History and Spring Fling celebrations with family and community members prior to spring break in March.
- Teachers are participating in technology workshops to improve its integration into instruction. Instructional leaders monitor implementation of this professional learning and facilitate job-embedded support based on individual teachers' learning needs.
- District and state leadership determined that merging grades K-2 with grades 3-6 will reduce expenditures necessary to operate two campuses. As a result, all K-6 students will be served at Anna Strong Learning Academy beginning with the 2015-2016 school year.
- All external support personnel (Office of Intensive Support, School Improvement Unit, and external providers with Fetterman & Associates) worked to align school improvement efforts.

Third Quarter ESEA/IMO Report

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The State Board of Education released Lee County School District from State Takeover at its regular meeting in March. While district leadership is pleased with progress to date, members of the district leadership team voiced the need to ensure that currently-implemented school improvement efforts continue to be effectively implemented and that additional research-based interventions and actions to improve student outcomes are considered for implementation when data analyses indicate standard practice is not effective.

b) Building Principal:

The principal stated that she remains concerned about the ability of the staff to meet the needs of students with mental health issues. District and school leadership are working to identify avenues for additional support, including the use of categorical funds to employ mental health professionals.

c) Building Leadership Team:

• Members of the leadership team, including the principal, voiced the concern that, due to the lack of a certified teacher in one classroom, some second-grade students have not mastered grade-level standards. District and school leadership are working with OIS to plan and implement a compensatory summer program designed specifically to meet the learning needs of these students. • Some staff members are concerned that the merging of Whitten Elementary and Anna Strong Intermediate will result in a reduction of force and, consequently, either changes in position or the loss of jobs.

Third Quarter ESEA/IMO Report

d) ADE School Improvement Specialist:

While the principals at Whitten and Anna Strong work well together and share similar visions for their students, merging two faculties into one is always a challenge. Transparency and adequate support from district leadership during every aspect of this merger will promote a collaborative culture and climate where adults consistently do what is best for kids.

e) External Provider:

The Fetterman & Associates consultant assigned to Whitten reported that, based on concerns voiced by the principal and the counselor, parents of some children need additional support and encouragement in reinforcing the school's recommendations for addressing disruptive student behavior. Whitten and Anna Strong are utilizing Title I - 1003(a) funds awarded during this school year to collaboratively facilitate a three-day event aimed at providing family and community members with knowledge and skills to partner with staff members in building positive relationships among all members of the school community.

Additions/Revisions to current year's PIP/TIP:

The ADE SIS continues to work with members of the school's leadership team to align school improvement plans created within Indistar software with interventions, actions, and interim measurable objectives included in the current priority improvement plan.

Third Quarter ESEA/IMO Report

IMO Area: 1. Change in Teacher and Leader Practice: Met: __5__ Not Met: __0__
2. Student Progress and Achievement: Met: __1__ Not Met: __0__
3. Student Safety and Discipline: Met: __0__ Not Met: __1__
4. Parent and Community Engagement: Met: __0__ Not Met: __1__
Total IMO's this Quarter: __8__ Met: __6__ Not Met: __2__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By January 6, 2015, 50% of ESEA Required Actions for Year 3 Priority Schools will be implemented. (This interim measureable objective was inadvertently omitted from the second quarter report.)	X		1	01/13/15	Documents including school leadership team meeting agendas, minutes, and work products indicate the following ESEA required actions were implemented prior to January 6, 2015: • Ensure all implementation requirements for first- and second-year implementation have been met. • Ensure that the 2013-2014 Priority Improvement Plan activities have been evaluated and reviewed to determine appropriate activities to be carried forward. • Make revisions to the Priority Improvement Plan to update actions and new interventions and actions for the 2014-2015 school year. • Continue to address Scholastic Audit improvement data and implement related interventions and actions into the 2014-2015 Priority Improvement Plan.

By March 20, 2015, all grade-level teachers will collaboratively develop, administer, and score common pre-/post-tests in literacy, math, and science to plan differentiated instruction and identify students who need additional support to master standards.	X		1	03/20/15	External providers work collaboratively with all K–2 teachers monthly to create units of instruction, including pre- and post-tests. These units reflect integration of literacy and social studies standards, as well as integration of math and science standards. Teachers administer and score these assessments during each unit of study, and instructional facilitators meet with teachers during grade-level instructional team meetings to review results and identify students who need additional support to master standards.
By March 20, 2015, the principal will reflect on and document her actual weekly activities compared to those listed on the schedule to determine what percent of her time was spend working directly with teachers to improve instruction.	X		1	03/20/15	The principal documents her use of time at the end of each week when she reflects upon her schedule and notes activities that were completed, as well as those that were not. Based on this reflection, the principal determines the amount of time she spent working directly with teachers to improve instruction.
By March 20, 2015, the principal will participate in each grade-level professional learning community at least once per month and provide feedback to teachers to guide their collaborative work and ensure ongoing, job-embedded professional development is of high-quality and to provide support for effective implementation.	X		1	03/20/15	Professional learning community meeting agendas and minutes indicate the principal participates in each grade-level professional learning community once each month. She may participate in either literacy or math professional learning community meetings, based on needs identified through classroom observations.

Third Quarter ESEA/IMO Report

By March 20, 2015, the principal will spend at least 40% of her time working directly with teachers to improve instruction.	X		1	03/20/15	Documented reflection of weekly schedules, designed to reflect the principal's use of time, indicate the principal spends approximately 50% of her time working directly with teachers to improve instruction.
By March 20, 2015, results from classroom observations will indicate that 85% of students are engaged.	X		2	03/20/15	Based on results collected and analyzed by the principal and instructional facilitators, 90% of students were engaged in lessons during classroom observations. Members of the school leadership team cite the use of 1:1 technology as the innovation that has most improved levels of authentic student engagement.
By March 20, 2015, results from classroom observations will indicate that routines and procedures are evident in 85% of all classrooms.		X	3	03/20/15	Based on results collected and analyzed by the principal and instructional facilitators, routines and procedures were evident in 82% of classrooms while observations were conducted. These results indicate this interim measureable objective was not met by 3%. Members of the school leadership team cite changes in routines, such as administering PARCC assessments, hosting special events for family and community members, and upcoming spring break may explain less consistent Implementation of classroom routines and procedures. The principal and Fetterman & Associates consultant will work collaboratively with teachers to ensure consistent implementation of classroom

					discipline plans.
By March 20, 2015, 95% of classroom contact logs will reflect a file of communication with parents.		X		03/20/15	Based upon the principal's review of contact logs submitted during the third quarter, 67% of teachers document communication with parents. The principal speculates that very few teachers are not documenting parent communication, but many fail to submit contact logs to the office.

Third Quarter ESEA/ IMO Report

Date Completed: April 15, 2015

School: Baseline Elementary

District: Little Rock School District

Status: Academic Distress & Priority

Principal: Katina Ray

ADE School Improvement Specialist: Roxie Browning

External Provider: N/A

Internal School Improvement Specialist: Natisha Hampton

Highlights:

As reported by the building administrative team:

- Focus walks were implemented regularly by the administrative team and have been used to guide the professional development of teachers.
- Music Art PE (MAP) night had a huge turnout. A night of enrichment where the music, art and physical education (PE) teachers created an event where students and parents were able to participate in activities and lessons that incorporated music, art and P.E. strategies along with math and literacy.
- Reopening of the parent center took place. ARKids provided books to be made available in the parent center.
- Six students participated in the district science fair.
- Two teams competed in the "Mathletes" competition were students compete on teams in rounds solving math problems.
- Cooking club was initiated by the Community and Family Engagement team.

Concerns/Barriers as reported from:

Third Quarter ESEA/ IMO Report

a) District Personnel/District Leadership Team:

Concerns/Barriers reported from District Personnel who work directly with Baseline Elementary:

- Additional reading teacher was not hired due to lack of qualified applicants.
- Length of time to fill the 2nd grade classroom teaching position. Students had a long-term substitute in lieu of a certified teacher for most of the quarter.
- Significant number of teachers on improvement plans due to ineffective instruction.
- Teacher's failure to meet instructional expectations in a timely manner. For example, Small Group Focus Walks continued for most of the 3rd quarter because of a delayed shift in instruction in spite of continuous support via professional development, lesson planning, and modeled lessons.
- Ineffective communication between the principal and literacy department regarding creation and implementation of the Comprehensive Assessment Plan - a 2nd Quarter suggestion made by the Literacy Department to assist in streamlining the schools CFAs and identifying an assessment to aide in targeting student deficits.
- There was low morale amongst teachers and staff.

b) Building Principal:

Concerns/Barriers reported from Baseline's Principal:

- Difficult to ascertain the level of support
- District implementation of district assessment plan.
- A significant amount of time was spent working on the various plans (i.e. 45 day plan inclusive of the district and state plan,) which became double the work. This could have been time spent working the instructional and academic deficits.
- Uncertainty of support from Literacy Department for teachers on Improvement Plans; Communication regarding Comprehensive Assessment Plan.

c) Building Leadership Team:

- Concerns/Barriers reported from the School Leadership Team (SLT)
- There was a failure to meet the targeted goals set forth by each classroom.

Third Quarter ESEA/ IMO Report

d) School Improvement Specialist:

As reported by the currently assigned ADE SIS:

- Several teachers are in varying stages of the "improvement plan" process.
- No evidence has been provided to substantiate that improvement is being made in the classrooms being led by teachers on Improvement Plans.
- Data analysis from focus walks and classroom observations continuously demonstrate that there is a significant deficiency within the core instruction occurring at Baseline Elementary.
- A majority of the instructional staff continued to not implement small group instruction after several PD trainings and direct support provided.
- ADE SIS was on campus a limited amount of days during the 3rd quarter for full day support. This was due in part to several inclement weather days when school was not in session, a week of spring break, standardized testing, and schedule conflicts among school and/or district personnel and the various ADE duties/responsibilities which pulled the ADE SIS out of the building.

e) Other:

Additions/Revisions to current year's PIP/TIP:

Current PIP:

Priority 7: 2014-2015 Priority Improvement Plan (PIP)

1.

Summary Action for **Baseline Elementary School** - NI: PRIORITY

Supporting Data:

- Basic School Profile
  - 97.2% of the students enrolled are from low income families
  - Receives Title I funding and operates a "Schoolwide Program"
  - 2014-2015 Title I Allocation $ 133, 095.54
- Student Enrollment: 317

Third Quarter ESEA/ IMO Report

- African American: 51%
- Caucasian (White):2%
- Hispanic:46%

- The building's Comprehensive Needs Assessment will be developed jointly between the school, the district, the *ADE, and the School Improvement Specialist.
- The school's improvement goals and targets will be determined based on the building's comprehensive needs assessment.
- The selected interventions shall be aligned with the Turnaround Principles.

Additional resources have been provided to assist us in reaching our 2014-2015 PIP Goals.

2. Comprehensive Needs Assessment Narrative
The Arkansas Department of Education requested an ESEA Flexibility Waiver from the US Department of Education to be able to waive some of the requirements of the No Child Left Behind Act (2001). Arkansas was granted the waiver on June 18, 2012. All schools in the state are being held to a different accountability standard. Arkansas schools have been identified and placed in the following categories:

- Exemplary Schools,
- Achieving Schools,
- Needs Improvement Schools,
- Needs Improvement Focus Schools and
- Needs Improvement Priority Schools.

Needs Improvement Priority Schools
Arkansas was required to identify a number of lowest-performing schools equal to at least five percent of the state's Title I schools. Arkansas had 803 Title I schools in 2011, requiring at least 40 Title I schools be identified among the schools identified as Needs Improvement Priority Schools. Arkansas identified 48 schools which included 41 Title I schools. The criteria for identification of Priority Schools set by USDE included identifying schools that were:

- Among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group, or

- Title I participating or Title I eligible high schools with graduation rates less than 60% over a number of years, or

- Tier I or Tier II SIG schools implementing a school intervention model.

Baseline Elementary School is among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group. Baseline will implement selected interventions that will guide effective and continuous building level school improvement practices as specified by Arkansas' ESEA approved Flexibility Waiver. The building leadership team along with the selected external provider, Pearson Education, an ADE School Improvement Specialist will share the responsibility of implementing the Priority Improvement Plan.

3. **Baseline Elementary School Scholastic Audit Summary Report at a Glance (2010, p.2)**

STRAND I: **Academic Performance.** The three (3) Standards in this strand address curriculum, classroom, evaluation/assessment and instruction. There are twenty-three (23) indicators addressed in Standards 1, 2, and 3.

Standard 1- Curriculum: The school develops and implements a **curriculum** that is rigorous, intentional, and aligned to state and local standards.

- 57%__ Performance Level 2 "Limited development or partial implementation" of indicators 1.1a, 1.1b, 1.1c, 1.1e, and 1.1f.
- 43% __ Performance Level 2 "Little or no development and implementation" of indicators 1.1c, 1.1d, and 1.1g.

Standard 2 – Classroom Evaluation/Assessment: The school utilizes multiple **evaluation and assessment** strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

- 13% __ Performance Level 3 "Fully functional and operational level of development and implementation" of indicator 2.1g.
- 25%__ Performance Level 2 "Limited development or partial implementation" of indicators 2.1a and 2.1e.
- 62%__ Performance Level 1 "Little or no development and implementation" of indicators 2.1b, 2.1c , 2.1d , 2.1f and 2.1h.

Standard 3 - Instruction: The school's instructional program actively engages all students by **using effective, varied, and research-based practices** to improve student performance.

- 75%__ Performance Level 2 "Limited development or partial implementation" of indicators 3.1b, 3.1d, 3.1e,3.1f, 3.1g and 3.1h.
- 25%__ Performance Level 1 "Little or no development and implementation" of indicators 3.1a and 3.1c.

STRAND II: **Learning Environment.** The following standards address school culture; student, family, and community support; and professional growth, development and evaluation.

Standard 4: The school/district functions as an **effective learning community and supports a climate conducive to performance excellence**.

- 9% __ Performance Level 3 "Fully functional and operational level of development and implementation" of indicator 4.1a.
- 64%__ Performance Level 2 "Limited development or partial implementation" of indicators 4.1f, 4.1g, 4.1h, 4.1i, 4.1j and 4.1k.
- 27%__ Performance Level 1 "Little or no development and implementation" of indicators 4.1b, 4.1c and 4.1e.

Standard 5: The school/district works with **families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students**.

- 20% __ Performance Level 3 "Fully functional and operational level of development and implementation" of indicator 5.1e.
- 40%__ Performance Level 2 "Limited development or partial implementation" of indicators 5.1a and 5.1c.
- 40%__ Performance Level 1 "Little or no development and implementation" of indicators 5.1b and 5.1d.

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Standard 6: The school/district provides research-based, results driven **professional development opportunities**for staff and implements performance evaluation procedures in order to improve teaching and learning.

- 75%__ Performance Level 2 “Limited development or partial implementation” of indicators 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f and 6.2a, 6.2b, 6.2c
- 25%__ Performance Level 2 “Little or no development and implementation” of indicators 6.2d, 6.2e and 6.2f.

STRAND III: **Efficiency.** The following standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing **leadership capacity**.

- 9% __ Performance Level 3 “Fully functional and operational level of development and implementation” of indicator 7.1h.
- 55%__ Performance Level 2 “Limited development or partial implementation” of indicators 7.1b, 7.1d, 7.1e, 7.1g, 7.1i, and 7.1j
- 36%__ Performance Level 2 “Little or no development and implementation” of indicators 7.1a, 7.1c, 7.1f and 7.1k.

Standard 8: There is evidence that the school is organized to maximize **use of all available resources** to support high student and staff performance.

- 70%__ Performance Level 2 “Limited development or partial implementation” of indicators 8.1a, 8.1c, 8.1e and 8.2a, 8.2b, 8.3c and 8.2d.
- 30%__ Performance Level 2 “Little or no development and implementation” of indicators 8.1b, 8.1d and 8.1f.

Standard 9: The school/district **develops implements and evaluates an ACSIP** that communicates a clear purpose, direction and action plan focused on teaching and learning.

- 13% __ Performance Level 3 “Fully functional and operational level of development and implementation” of indicators 9.3c and 9.5d..
- 74%__ Performance Level 2 “Limited development or partial implementation” of indicators 9.1a, 9.2a, 9.2b, 9.3a, 9.3b, 9.4a, 9.4b, 9.5a,9.5b,9.6b, 9.6c and 9.6d.
- 13%__ Performance Level 2 “Little or no development and implementation” of indicators 9.5c and 9.6a.

Goal To implement selected **“Turnaround Principles”** to guide effective and continuous building level school improvement practices as specified by Arkansas’ ESEA Flexibility Waiver.
Will meet or exceed AMO goals for Literacy and Math for the 2014-2015 school year.

Benchmark
1. Literacy: All Students Group Performance 63.52% and Growth 73.12% and TAGG Group Performance 63.11% and Growth 72.22%;
2. Math : All Students Group Performance 69.81% and Growth 76.35% and TAGG Group Performance 68.93% and Growth 75.55%.

Intervention: School Leadership- Maintain a team structure that plans with teachers and staff to ensure successful implementation of the core curriculum, school climate, and professional development opportunities.				
Scientific Based Research: Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Review, implement, monitor, and evaluate related support actions aligned as required with the	Katina Ray,	Start:	• District Staff	

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Transformation Model's 7 Turnaround Principles. The 7 turnaround principles are: 1. Strong Leadership 2. Effective Teachers 3. Redesign School Day/Week/Year 4. Strengthening Instruction 5. Collaborative Use of Data for Improvement 6. School Environment 7. Community Engagement The four turnaround principles identified as areas for immediate focus are: 1. Strong Leadership 2. Effective Teachers 3. Collaborative Use of Data for Improvement 4. School Environment Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Principal	07/01/2014 End: 06/30/2015	• Outside Consultants	ACTION BUDGET: $
Demonstrate alignment of Federal/State Categorical fund allocations sufficient to support implementation of interventions. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: $
The following actions will lead to our school-wide quarterly goals of the following: a. **Math (6.02)** : Q1: (51.78); Q2: (57.80); Q3: (63.82); Q4: (69.81) b. **Literacy (5.29)**: Q1: (47.66); Q2: (52.95); Q3: (58.24); Q4: (63.52) Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Professional Development: Three teachers will attend the Arkansas Leadership Academy (ALA) Facilitation of Adult Learning December 2-3, 2014. The cost includes the registration fees (3 @ $500) and travel expenses (3 @ $100) Action Type: Collaboration Action Type: Professional Development	Katina Ray, Principal	Start: 12/01/2014 End: 12/04/2014	• Outside Consultants	ACTION BUDGET: $
Professional Development: The leadership team will plan and implement a Baseline Staff Retreat to provide an immediate focus on the School Environment to improve the school culture. Action Type: Collaboration Action Type: Professional Development	Katina Ray, Principal	Start: 10/01/2014 End: 11/07/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Total Budget:				$0

Goal **To develop leadership to its fullest capacity** that *supports teaching, learning, organizational direction, high performance expectations* and creates a learning culture.

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Benchmark	**IMO** By October 20, 2014, the leadership team will conduct Classroom Observations and/or Focus Walks and provide timely feedback to teachers observed.
Benchmark	**IMO** In an effort to guide the instructional and professional development needs of the staff, by December 20, 2014, Classroom Observations and/or Focus Walks will be completed by trained personnel.
Benchmark	**IMO** In an effort to guide the instructional and professional development needs of the staff classroom observation will be conducted weekly. Teachers will be provided immediate feedback.

Intervention: **Change in leader practice**

Scientific Based Research: Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ID02: All teams will have written statements of purpose and by-laws for their operation; and teams will be created and formed through assignment, selection processes, and voluntary basis. The Leadership, Instructional, and Campus Leadership teams will begin holding strategic meetings to develop by-laws and written statements of purpose based on their purpose. These statements and by-laws will be collected and placed on file for school-wide access. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Teachers	ACTION BUDGET: $
ID03: All teams will operate with work plans for the year and specific work products to produce. By-laws and agendas will be created, meetings will take place regularly and minutes for each meeting will be complied. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IE08: The principal spends at least 50% of his/her time working directly with the teachers to improve instruction, including classroom observations. In addition each grade level meeting the building Principal and Instructional facilitator will assist in planning instruction based on the Little Rock School District curriculum map and aligned to national Common Core State Standards; as well as provide professional development on best practices. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IF01: The principal compiles reports from regular classroom observations showing aggregate areas of strength and areas that need improvement. Regular classroom observations are scheduled and conducted with immediate feedback to the teachers through e-mails, and verbal communication. When teachers show a need for improvement after school professional development and coaching sessions are provided. The staff begins planning the next steps for improvement. Following each quarterly review staff meeting a schedule for professional development in the areas of deficits will be created. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IE07: The instructional facilators and building principal will be responsible for conducting weekly classroom observations. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IE09: The principal challenges and monitors unsound teaching practices and supports the correction of them by encouraging teachers to select appropriate task, record task in plan book by each day's lesson plan, and assigning tasks to students 4 or more days a week.	Katina Ray, Principal	Start: 07/01/2014 End:	• Administrative Staff	ACTION BUDGET: $

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Action Type: Alignment Action Type: Collaboration		06/30/2015	• Outside Consultants	
IE07: To utilize Classroom Dojo as a means to monitor instruction and share data with teachers. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IE08: Schedules are developed and posted outside of each classroom. Adherence to the time on the schedule is monitored through classroom observations. Feedback is given to each teacher following the observation. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IE08: Students that are tardy have to check into the office. These tardies are recorded and a letter is sent home informing the parent of the tardies. This letter is in accordance with the Little School District Policy. There are consequences for each tardy. The building principal monitors teacher punctuality and takes necessary steps of action.	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
IID10: The School Based Intervention Team will meet bi-monthly to discuss individual student learning data. This will include academic, behavior and social data and observations. * Tier 2 - Assign interventionists to each classroom to address student learning deficits in math. * Tier 3 - Assign interventionists to students who are identified by SBIT and not showing growth in Tier 2 interventions. * Intervention team will review documented intervention data and communicate with parents on a quarterly basis. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IE09: The principal is certified to administer to the Teacher Evaluation and Support System.	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Performance Assessments	ACTION BUDGET: $
IE08: Ensure any announcements needed outside of the morning announcements are sent via parentlink, e-mail, edline, and weekly parent memo. In addition all classroom phones will be placed on forward during instructional time. The intercom will be used only for student checkout. Action Type: Equity Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
IE08: All specialists will submit a weekly schedule to the Principal by end of the day on Friday for the following week. Action Type: Alignment Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
ID02 & ID03: Meet twice monthly with the Leadership Team that serves as a conduit of communication to the faculty and staff to discuss data and implementation of the core curriculum. Members include Principal, ACSIP Chair, ADE School Improvement Specialist, Counselor, Math and Literacy Instructional Facilitator, Bilingual Parent Coordinator, Technology Specialist, adding Grade Level Chairs. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff	ACTION BUDGET: $

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IIIB02: Teachers will notate in plan book with identified color (yellow) homework that is given at least 4 times per week. Action Type: Alignment Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
IID11: The Instructional Team will review the standards and curriculum map given to us by the district and collaborate with specialists in the building to integrate current skills and concepts as they relate to specialty classes (i.e. Art, Music, PE,GT, etc.). Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Total Budget:				$0

Goal **To develop teacher capacity to its fullest** by attending professional development, analyzing data, maintaining records, communicating with parents, and implementing the core curriculum.

Benchmark **IMO** By October 20, 2014, teachers and or students will utilize high yield strategies 50% of the time as documented by clasroom observations and Focus walks.

Benchmark **IMO** By December 20, 2014, teachers and or students will utilize high yield strategies 55% of the time as documented classroom observations and Focus walks.

Benchmark **IMO** By March 20, 2015, teachers and or students will utilize high yield strategies 60% of the time as documented by Classroom Observations and Focus walks.

Benchmark **IMO** By June 3, 2015, teachers and or students will utilize high yield strategies 65% of the time as documented by Classroom Observatins and Focus walks.

Intervention: **Change in teacher practice**

Scientific Based Research: Wise Ways
Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
IIB02: Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
IID11: Instructional Teams will review the results of unit pre-/post-test 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). Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IIIA05: All teachers maintain a record of each student’s mastery of specific learning objectives utilizing formative assessments. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IID10: Instructional Teams will analyze and use student learning data to identify students in need of instructional support or enrichment. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants	ACTION BUDGET: $

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			• Teachers	
IIIA35: Professional development will be provided on a periodic basis to reinforce strategies and techniques for student engagement. Teachers will purposely plan for student engagement utilizing the professional development attended. Facilitators, assistant principal and principal will do classroom observations to monitor student engagement and provide feedback as warranted. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IIIA05: Teachers will use a uniform document to record daily mastery of standards and use a monthly reporting sheet to send to the Instructional Coaches. The Instructional Facilitators will keep a paper file of school wide mastery of standards. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IID11: Design interventions for the students who show a deficit in the standards-based curriculum on pre/post-tests. Action Type: Alignment Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IIIA05: Teachers will post weekly grades to Edline to report the mastery of standards to parents. Action Type: Equity Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
IID11: Review the data collected from the pre/post-test as an instructional leadership team. The instructional team will plan lessons and adjust instruction, as needed, using information from the pre and post- tests to best meet the needs of students while following the LRSD curriculum.	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
IID11: The Instructional Teams are using the curriculum map to create pre and post-tests. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IIIB01: All teachers will maintain a file of communication with parents. The building principal will compile all the communication monthly and keep these documents on file in the front office. Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Goal **To ensure the school's climate by setting high expectations, reinforcing positive behavior, changing negative behavior, and engaging all stakeholders.**

Benchmark **IMO**: By October 20, 2014, in comparison to the first quarter of 2014-15 by, a 5% increase in attendance to the Party With the Principal will occur.

Benchmark **IMO**: By December 20, 2014, in comparison to the second quarter of 2014-15 by, a 5% increase in attendance to the Party with the Principal will occur.

Benchmark **IMO**: By March 20, 2015, in comparison to the third quarter of 2014-15 by, a 5% increase in attendance to the Party with the Principal will occur.

Benchmark **IMO**: By June 03, 2015, in comparison to the fourth quarter of 2014-15 by, a 5% increase in attendance to the Party with the Principal will occur.

Intervention: **Student safety and discipline**

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Scientific Based Research: Wise Ways
Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
IIIA35: Students are engaged and on task. Action Type: Alignment Action Type: Technology Inclusion	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
IIIC04: Students raise hand or signal in appropriate manner to speak in classrooms. Action Type: Alignment	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
IIIA27: Teachers praise students both verbally and non-verbally. Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
IIIA33: Teachers interact socially with students (i.e. noticing illness, asking about weekends, getting to know their background, etc.). Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
IE10: The principal celebrates individual, team, and school success as it relates to student learning (i.e. No tardy smarty, party with the principal, awards assemblies, no absences, days without a fight, etc.).	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
IIIA35: Teachers will use corrective feedback remedies when detecting difficulties and re-teach appropriate behaviors when necessary. Action Type: Alignment Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
IIIA35: Teacher will instruct and model appropriate listening behaviors and engagement techniques. Action Type: Alignment	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
Teachers are given the opportunity to refer students to the School Based Intervention Team for both academic and mental health services. Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
IIIC08: Classroom, School, Bus, Hallway, and Cafeteria Rules are visible in all areas of school including; but not limited to, classrooms, halls, library, and cafeteria. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Goal **To function as an effective learning community that supports a climate conducive to performance excellence.**

Benchmark **IMO**: By October 20, 2014, 5% increase from the end of first quarter last year in parent and community engagement in the classrooms and school sponsored events as evidenced by a communication log, VIPs logs and sign in sheets.

Benchmark **IMO**: By December 20, 2014, 5% increase from the end of second quarter last year in parent and community engagement in the classrooms and school sponsored events as

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evidenced by a communication log, VIPs logs and sign in sheets.

Benchmark **IMO**: By March 20, 2015, 5% increase from the end of third quarter last year in parent and community engagement in the classrooms and school sponsored events as evidenced by a communication log, VIPs logs and sign in sheets.

Benchmark **IMO**: By June 3, 2015, 5% increase from the end of fourth quarter last year in parent and community engagement in the classrooms and school sponsored events as evidenced by a communication log, VIPs logs and sign in sheets.

Intervention: **Parent and community engagement**

Scientific Based Research: Wise Ways
Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
IIIB02: All teachers will regularly assign homework (4 or more days a week) that is appropriate in length and ability level. Action Type: Alignment	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
IIIB01: All teachers will maintain a file of communication with parents. The building principal will compile all the communication monthly and keep these documents on file in the front office. Action Type: Collaboration Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Parents are provided codes to access the school-wide behavior management system; Classroom Dojo. With these access codes parents can set-up an account and check their child's behavior via the web or android/apple app that can be downloaded to their phone. Action Type: Collaboration Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Teachers and staff maintain an open line of communication with all adults who are active in their students' education. Action Type: Collaboration Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Parents are provided codes to access and set-up Edline accounts to stay up-to-date on their child's assignments and classroom news. Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
IE13: The principal provides opportunities for staff and stakeholders to voice their concerns via meetings or anonymous surveys. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155) This will be accomplished through quarterly disbursement of individual student report cards. Two-way communication is utilized through the report cards by including the parents' report of the child's progress at home with such school-related topics as: willingness to do homework; reading for pleasure; moderation of televiewing; and attitude toward learning. Additionally, the report cards are dispersed in an effort to encourage parents to note specific concerns or request conferences. (Wise Ways Research) Action Type: Equity Action Type: Parental Engagement	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $

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All stakeholders can obtain information about school news, updates, recognitions and pictures via Baseline's Facebook page. Action Type: Collaboration Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
Total Budget:				$0

Goal **To ensure the school's instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance by holding students accountable for their learning.**

Benchmark **IMO**: By October 20, 2014, 20% of students will obtain 75% or better on their Post Tests as determined on track for the AMO in Math and Literacy.

Benchmark **IMO**: By December 20, 2014, 40% of students will obtain 75% or better on their Post Tests as determined on track for the AMO in Math and Literacy.

Benchmark **IMO**: By March 20, 2015, 60% of students will obtain 75% or better on their Post Tests as determined on track for the AMO in Math and Literacy.

Benchmark **IMO**: By June 3, 2015, students will obtain 69.81% AMO in math and 63.52% AMO in literacy using the Spring 2015 Benchmark assessment data.

Intervention: **Student progress and achievement**

Scientific Based Research: Wise Ways
Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
IIIA25: Students are using accountable talk by asking each other questions, paraphrasing, summarizing, making connections, and explaining their thinking. Action Type: Alignment	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Teachers	ACTION BUDGET: $
IIIC04: Students raise hand or use appropriate signal and wait until acknowledged before speaking. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
IIIA26: Students check their own comprehension of skills and concepts their learning by asking questions and explaining their thinking. Action Type: Alignment Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
IIIC01: When waiting for assistance from the teacher students are engaged in curriculum related tasks. Action Type: Alignment	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
Students participate in district sponsored enrichment activities (i.e. Science Fair, Spelling Bee, Mathletes, Geography Bee, etc.). Action Type: Alignment Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
: IIIA35: Design and implement an After-School Program designed to improve skills and concepts identified by the 2014 ACTAAP results as areas of concern. (NSLA funds $) Action Type: Alignment Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
IIIA26: Students are reviewing their pre and post tests in Literacy and Math to ensure understanding of skills and concepts. For those skills and concepts not understood students are asking for clarification and receiving additional support from the classroom teacher.	Katina Ray, Principal	Start: 07/01/2014 End:	• Performance Assessments	ACTION BUDGET: $

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Action Type: Collaboration		06/30/2015	• Teachers	
IIIA35: Students are engaged and on task. Action Type: Collaboration	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
IIIA07: Students are engaged in differentiated learning tasks. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Katina Ray, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: $
Total Budget:				$0

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: _2__ Not Met: _0__
2. Student progress and achievement: Met: _0__ Not Met: _1__
3. Student safety and discipline: Met: _0__ Not Met: _1__
4. Parent and community engagement: Met: _1__ Not Met: _3__
Total IMO's this Quarter: __5___ Met: _3__ Not Met: _2__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By April 3, 2015, teachers and or students will utilize high yield strategies 60% of the time as documented by Classroom Observations and Focus walks.	X		1	04/3/15	63% Literacy and 78% Math instruction uses high yield strategies as observed by the Classroom Observations and Focus Walks. Evidence of the walks and feedback are held in a file on Dropbox.
In an effort to guide the instructional and professional development needs of the staff, by April 3, 2015, classroom observation and focus walks will be conducted weekly. Teachers will be provided immediate feedback.	X		1	04/3/15	Administrative Team: Focus walks and observations are conducted weekly and evidence of the walks and feedback are held in a file on Dropbox.
By April 3, 2015, 60% of students will obtain 75% or better on their Post Tests as determined on track for the AMO in Math and Literacy.		X	2	04/3/15	CFA's were written in alignment with PARCC's rigorous format. The students' stamina and application of knowledge was challenged with the length of the CFA to match PARCC. An assessment of instructional deficits is being planned for the 4th quarter.
By April 3, 2015, in comparison to the third quarter of 2013-14 by, a 5% increase in attendance to the Party with the Principal will occur.		X	3	04/3/15	2013-14 third quarter average was 90%. The 2014-15 third quarter average is 86.6%. There was a high mobility with 9% of students dropping enrollment at Baseline which impacted the final count of students participating

Third Quarter ESEA/ IMO Report

					during the third quarter.
By April 3, 2015, 25% of the student population will be represented through parent/community participation in classrooms and school sponsored events as evidenced by a communication log, VIPs logs and sign in sheets.	X		4	04/3/15	The student population was 270 for the 3rd quarter. 39% of the student population was represented during school sponsored events and activities during the 3rd quarter as evidenced by ViPS (volunteers in public schools) and other sign in sheets. Three after school activities/events took place during 3rd quarter with a total of 78 family and community participants in attendance. The School Community Council met each month in the 3rd quarter with a total of 28 participants.

Third Quarter ESEA/ IMO Report

Date Completed: April 10, 2015

School: Cloverdale Aerospace Technology Conversion Charter Middle School

District: Little Rock

Status: Priority Academic Distress

Principal: Wanda Ruffins

ADE School Improvement Specialist: Chante'le' Williams

External Provider: None

Internal School Improvement Specialist: Dr. Vanessa Cleaver

Highlights:

- Math, literacy and science teachers are actively engaged in activities and conversations about effective questioning to increase rigor in lesson planning and delivery through the use of a lesson plan analysis tool.
- Students are reflecting on their data and setting individual goals through the use of classroom data boards and personal reflection forms.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The Internal Provider noted the following concern/barriers:

- Primary concerns and barriers continue to be around addressing the needs of the English Language Learners. Cloverdale needs a full time ESL coordinator as well as qualified bilingual personnel. Efforts to address concerns include identifying ESL/SIOP trained teachers and reinitiating implementation of SIOP strategies.

- 45-minute period is not conducive to time needed to implement intervention strategies.
- Key support personnel consistently pulled from their core job responsibilities to facilitate and prepare for testing.
- Days missed due to inclement weather continue to impact instructional time.

b) Building Principal:

- The literacy intervention curriculum does not allow time for remediation.
- Concern about what to do with level one ELL learners with loss of intervention classes.
- As a newcomer center, there is a need for a full-time ESL Facilitator, qualified bilingual personnel; continued intervention classes, sheltered classes and ESL endorsed teachers.

c) Building Leadership Team:

- There is a need for a full-time ESL Facilitator to build capacity among staff for delivery of instruction using SIOP strategies.
- There is a need for a qualified bi-lingual interpreter for real-time communication with parents.
- The average grade equivalency for sixth, seventh and eighth grade students in reading is 4.0 according to the STAR assessment.
- Instructional reading level for sixth, seventh and eighth grade students is 3.6 according to the STAR assessment.
- There is a need for fluency among all grades in basic math skills.
- Apathy for learning is evident among students according to 2013-2014 EXPLORE assessment results.
- English teacher on long-term leave poses a chronic issue.
- Loss of instructional time due to student sanctions and inclement weather has caused ongoing issues.

Third Quarter ESEA/ IMO Report

d) ADE School Improvement Specialist:

- The ability to multitask and streamline the school improvement work is needed.
- There is a lack of the use of Indistar on a regular basis.
- The structure of the Leadership Team having to supervise transitions during Leadership Team meetings, at times, impedes progress.
- School's mission and vision should be evident in the daily life of the school.
- The amount of time to complete assessments (getting all teachers to test) is too lengthy.
- There appears to be a limited amount of knowledge and skill set available in both the school and the district to implement necessary school turnaround principles and methods.

e) Other:

None

Additions/Revisions to current year's PIP/TIP:

None

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: _1__ Not Met: _0__
2. Student progress and achievement: Met: _0__ Not Met: _0__
3. Student safety and discipline: Met: _0__ Not Met: _0__
4. Parent and community engagement: Met: _1__ Not Met: _0__

Total IMO's this Quarter: __6___ Met: _2__ Not Met: _4__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 19, 2015, 52.87% of literacy students in the "All Students" category will scored 70% or above on an in-house common formative assessment.		X	2	03/19/15	This IMO was not met due to the fact that English was still assessing.
By March 19, 2015, 55.755% of literacy students in the "All Students" category will scored 70% or above on an in-house common formative assessment.		X	2	03/19/15	Data was not available by the deadline of this report.
By March 19, 2015, in order to be viewed as curriculum/instructional leaders, school administrators will plan and present a minimum of four professional development sessions on instructional strategies as evidenced agendas and sign in sheets.	X		1	03/19/15	The dates of the sessions are as follows: January 5, 2015, January 12, 2015, February 3, 2015, and March 3, 2015.
By March 19, 2015, parent participation in an ABC (Academics, Breakfast, Commitment) training session will increase by 25% from the second quarter and will be documented on an agenda and sign-in sheet.	X		4	03/19/15	The ABC acronym is no longer being used, but several parent trainings were conducted to include ESL parent night, Math and Literacy, etc. Parent attendance increased by well over 25% from the second quarter.
By March 19, 2015, 95% of teachers will be actively engaged in student transitions as evidenced by focus walk data.		X	3	03/19/15	There is an uncertainty as to the best way to measure this IMO. The school is currently looking at tardy reports from the

Third Quarter ESEA/ IMO Report

					first 3 quarters to compare tardies for period transitions by grade and teacher.
By March 19, 2015, literacy, math, science and social studies teachers will evaluate and analyze the use of a variety of question types on a monthly basis as evidenced by completed effective question lesson plan analysis forms.		X	1	03/19/15	English and math teachers continue to assess questioning on a monthly basis. Science and social studies teachers did not complete this activity in the 3rd quarter due to testing and inclement weather. The IMO for the 4th quarter will focus on the science and social studies teachers.

Third Quarter ESEA/ IMO Report

Date Completed: April 16, 2015

School: Hall High

District: Little Rock School District

Status: Academic Distress & Priority

Principal: Larry Schleicher

ADE School Improvement Specialist: Roxie Browning

External Provider: N/A

Internal School Improvement Specialist: Carolyn Carter

Highlights:

As reported by the principal:

- Two members from the building Leadership Team presents at staff faculty meeting in March, first Major step for this leadership team.
- Pre and Post-test administered in Math and Literacy.
- Teachers attended the Advancement Via Individual Determination (AVID) critical reading classes in the areas of History, Science and Literature.
- Continuing in the work of getting all teachers fully prepared to teach all children with an emphasis on English as Second Language (ESL) and Special Education instructional strategies. Trainings have taken place 6 times in the 3rd quarter and are continuing throughout the school year.

As reported by District Personnel:

- SHMOOP (on-line program for improving test scores) was implemented as tool for ACT and Advance Placement (AP) Exam test prep.
- Building administration arranged a half-day grade level instructional teaming session for Literacy.

Third Quarter ESEA/ IMO Report

As reported by Building/School Leadership (SLT) members:

- Approximately 38 teachers completed the training and began implementing the AVID Cross-Curricular Critical Reading Strategies. Follow-up training is scheduled to occur during the 4th quarter.
- Attendance at after-school/before-school programs is up and holding steady considering it is spring and there is competition with spring sports.
- Planning for summer programs completed for the following: Art Across the Curriculum (art + math, science, literacy), Robotics Camp, ACT Math Prep for ESL, ESL Summer Academy, ESL Physical Science Credit Recovery
- Beginning to work on 90/90/90 school research and integrating the three chosen practices (i.e., Planning, Implementation, and Monitoring (P.I.M.)/ Building Data Teams, Decision Making for Results/ Instructional Data Teams, Learning Environment and School Culture into the school), which should bring a sense of "forward progress," direction, and purpose.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

Concerns/Barriers reported from District Personnel who work directly with Hall:

- In literacy, grade-level groups met for the first time during the 3rd quarter. There was reluctance to participate on the part of some teachers; none of the teachers had a real idea of expectations as a result of the Instructional Team meeting. Data-driven decision-making was not part of the groups' discussion.
- Testing was a concern because of a combined total of 115 students who chose not to participate and the teachers allegedly involved in the process.
- School climate is not positive because of low teacher morale; students not focused on learning. Discipline issues are increasingly the administration's major concern.
- There is a perception that ESL students are isolated and not part of the larger school community.
- The main concern involves having enough time to truly develop and implement of the 45 day plan with measurable outcomes by the school year.
- Building leadership capacity among teachers is lacking.
- Develop a true focus for the academic teams during their designated half day professional development (PD.)
- A major barrier is the amount of testing during the 4th quarter. This requires a tremendous amount the

administrators' time.

b) Building Principal:

Concerns/Barriers reported by the principal:

- Community influences continue to hamper the positive things we are doing and behavioral issues are being brought in on a daily basis. Student focus is being limited due to these negative influences.
- Snow Days/ Testing changes have prevented the full completion of IMO's.
- History teacher out on medical leave since January 2015.
- 11th grade English teacher out on medical leave since September 2014. Students have been without a certified teacher ever since.
- Communication teacher resigned in February 2015.
- Teachers allegedly encouraged students to refuse PARRC Exam testing.

c) Building Leadership Team:

Barriers/concerns reported by Building/School Leadership Team (SLT) Members:

- It was difficult for the literacy grade-level teams and math subject-area teams to meet since they did not have common preps, with the exception of the ninth grade team.
- All literacy teachers did not administer the Common Formative Assessment.
- Not enough time was spent on analyzing student math and literacy data.
- There is a general lack of "forward progress," such as team members are confused about what has and has not happened in these meetings.
- There is a general lack of direction: What is the SLT focused on? What is our goal? What are we working towards?
- There is a general lack of understanding of the purpose of SLT as a Data Team that plans, implements, and monitors: What is considered "off-limits" by the SLT? What is considered pertinent to the SLT? Who decides this? What are we working on? Why are we working on it?
- In literacy, grade-level groups met for the first time during the 3rd quarter. There was reluctance to participate on the part of some teachers; none of the teachers had a real idea of expectations as a result of the Instructional Team meeting. Data-driven decision-making was not a part of the groups' discussions.

- PARCC testing was a concern because of the number of students who chose not to participate.
- School climate is not positive because of low teacher morale; students were not focused on learning. Discipline issues are a primary focus of building administration.
- There is a perception that English as Second Language (ESL) students are isolated and not part of the larger school community.
- Seven days were missed during the third quarter due to inclement weather.
- There has been a lack of morale regarding job cuts.
- Disaggregated data was not reviewed and discussed during SLT meeting.

d) School Improvement Specialist:

As reported by the currently assigned ADE SIS:

- A limited amount of high expectations is communicated to staff, students and families, and support for students to achieve them.
- There is a lack in the assurance of a rigorous and coherent standards-based curriculum and aligned assessment system being implemented at Hall.
- Students' ability to perform at proficiency when a great number of students are not strong readers.
- No evidence that classroom level instruction is adjusted based on formative and summative results from aligned assessments and shared planning.
- It is difficult to ascertain a coherent strategy and plan for implementing the school vision, including clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
- There is limited evidence of maintaining a culture that values learning which promotes the academic and personal growth of students and staff.
- There appears to be a limited amount of knowledge, urgency and skill set available in both the school and the district to implement necessary school turnaround principles and methods.
- During state testing, an incident occurred resulting in over 100 students refusing to test. An investigation ensued which involves alleged teachers who may have influenced students to refuse to test and may result in teacher termination. This has caused a major disruption to the school day and testing environment.
- The ADE SIS has no quantifiable evidence of the progress of student success in the Newcomer Center location at Hall. A request to the district EL coordinator was recently made for an analysis and program evaluation and is expected before the end of the school term for planning. ADE SIS suggested that this information be analyzed on

a regular basis as a part of a reoccurring needs assessment, program monitoring and evaluation.

e) Other:

Additions/Revisions to current year's PIP/TIP:

Retrieved from the October 1 submitted ACSIP

2014-2015 PIP: Hall High School will use School Improvement grants to implement a Transformational Model that will improve student achievement and performance.

Supporting Data:

1. Comprehensive Needs Assessment Narrative

The Arkansas Department of Education requested an ESEA Flexibility Waiver from the US Department of Education to be able to waive some of the requirements of the No Child Left Behind Act (2001). Arkansas was granted the waiver on June 18, 2012. All schools in the state are being held to a different accountability standard. Arkansas schools have been identified and placed in the following categories:

Exemplary Schools,
Achieving Schools,
Needs Improvement Schools,
Needs Improvement Focus Schools and
Needs Improvement Priority Schools.

Needs Improvement Priority Schools

Arkansas was required to identify a number of lowest-performing schools equal to at least five percent of the state's Title I schools. Arkansas had 803 Title I schools in 2011, requiring at least 40 Title I schools be identified among the schools identified as Needs Improvement Priority Schools. Arkansas identified 48 schools which included 41 Title I schools. The criteria for identification of Priority Schools set by USDE included identifying schools that were:

Among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group, or

Title I participating or Title I eligible high schools with graduation rates less than 60% over a number of years, or

Tier I or Tier II SIG schools implementing a school intervention model.

Hall High is a Tier I SIG school and will implement selected interventions that will guide effective and continuous building level school improvement practices as specified by Arkansas' ESEA approved Flexibility Waiver. The leadership team will share the responsibility of implementing all aspects of the America's Choice School Design Model for school improvement. The leadership team will emphasize a standards-based education and provide guidance and continued support to faculty and staff on actual structure and key roles in order to raise student

achievement.
2.
Summary Action for **Hall High School** - NI: PRIORITY
Basic School Profile
79.6% of the students enrolled are from low income families
Receives Title I funding and operates a “Schoolwide Program”
2012-2013 Title I Allocation $ 499,800.00
Student Enrollment: 1116
African American: 77%
Caucasian (White):5%
Hispanic:17%
The building’s Comprehensive Needs Assessment will be developed jointly between the school, the district, the *ADE, and the External Provider selected by the school.
The school’s improvement goals and targets will be determined based on the building’s comprehensive needs assessment.
The selected interventions shall be aligned with the Turnaround Principles.
Goal
1. Hall High School will meet Literacy AMO for all students of 54.9% for 2013, 59.4% for 2014, and 63.9% for 2015. Hall High will meet Literacy AMO for TAGG of 50.88% for 2013, 55.8% for 2014, and 60.7% for 2015.
2. Hall High School will meet Math AMO for all students of 47.6% for 2013, 52.8% for 2014, and 58.1% for 2015. Hall High School will meet Math AMO for TAGG of 47.5% for 2013, 52.7% for 2014, and 57.9% for 2015.
3. Hall High School will meet Graduation AMO for all students of 75% for 2013, 77.7% for 2014, and 80.5 for 2015. Hall High School will meet Graduation AMO for TAGG students 77% for 2013, 79.5% for 2014, and 82.1 for 2015.
Hall High School expects to meet or exceed its 2015 performance Annual Measurable Objectives (AMOs) in Literacy, Benchmark
Math and graduation in the “All Students Group” and the “TAGG Group”.
a. **Literacy**: All Students Group Performance 59.40% and TAGG Group Performance 55.8%;
b. **Math** : All Students Group Performance 52.8% and TAGG Group Performance 52.7%;
c. **Graduation**: To meet or exceed the required AMO for graduation in the “All Students Group” 73.07% and “TAGG Group” 72.45%.
Hall High School has exceeded the 2014 graduation performance requirement in both groups **ALL (77.7%)** and **TAGG (79.5%).**
Intervention: CHANGE IN TEACHER PRACTICE: Turnaround Principle 3: Redesign school day/week/year. Turnaround Principle 5: Collaborative use of data for improvement. Turnaround Principal 4: Strengthening Instruction
Scientific Based Research: Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.
Actions Person
Responsible Timeline Resources Source of Funds
IE09 – *The principal will challenge and monitor unsound teaching practices and support the correction of them.*
Action Type: ADE Scholastic Audit
Action Type: Alignment

Larry
Schleicher,
Principal
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
ACTION BUDGET: $
Action Step: Teachers will utilize essential practices which address various questioning strategies and learning techniques learned from Bloom's Taxonomy.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Administration,
Instructional
Coaches, and
Teachers
Start:
07/04/2014
End:
06/30/2015
Administrative
Staff
District Staff
Outside
Consultants
Teachers
ACTION BUDGET: $
Action Step: The administration will continue to encourage and support technology use throughout the campus. 8 sessions x 25 teachers x 3 hours x $25 plus benefits. Materials and supplies to be purchased will include but are not limited to items that will support technology use: SmartBoard Projectors, replacement lamps, and other materials as needed.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Action Type: Technology Inclusion
Administration
and Marshall

Sladyen.
Start:
07/01/2014
End:
06/30/2015
Title I -
Materials
&S
upplies:
$500.00
Title I -
Employee
Salaries:
$15000.00
Title I -
Employee
Benefits:
$3450.00
Title I -
Capital
Outlay:
$4000.00
ACTION
BUDGET: $22950
Action Step: Administration will provide professional development in areas outlined by both the school and district for certified staff. PD will be based on data derived from classroom walk-throughs, focus walks, and other data collected.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Administration
and
Instructional
Coaches
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
District Staff
Outside
Consultants

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ACTION BUDGET: $
Action Step: Ongoing training will continue to be provided on how to effectively implement standards based learning to guide academic success across the common core curriculum.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Administration
and
Instructional
Coaches
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
District Staff
Outside
Consultants
ACTION BUDGET: $
Action Step: The Campus Leadership Team (CLT) will consist of the Principal, an Assistant Principal, a representative of each Academic Department, parents, community members, and any other personnel deemed appropriate by the Principal and will meet monthly for the purpose of reviewing and establishing school policies that support sound teaching practices.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Administration
and
Classroom
Teachers
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff ACTION BUDGET: $
Meet monthly in Professional Learning Communities (PLC's) to collaborate on the use of strategies to increase student learning and develop ACTAAP
Instructional

Coaches
Start:
07/01/2014
End:
Administrative
Staff
District Staff
ACTION BUDGET: $
preparation activities aligned with curriculum map.
Action Type: ADE Scholastic Audit
Action Type: Alignment
06/30/2015 District Staff
Outside
Consultants
Teachers
Total Budget: $22950
Intervention: Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation
Scientific Based Research: Marzano, R. J. (2003). *What works in schools: Translating research into action* . Alexandria, VA: ASCD.
Actions Person
Responsible Timeline Resources Source of Funds
Action Step: Provide professional development in the creation of standards-based lesson plans which include but are not limited to: objectives, CCSS, opening, work time, closing, student activities, differentiation, authentic assessment, and technology.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Instructional
Coaches and
Instructional
Technology
Specialist
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
District Staff
Outside
Consultants
ACTION BUDGET: $
Action Step: Provide professional development for all

curriculum areas in CCSS.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Curriculum
Design Team
Start:
07/01/2014
End:
06/30/2015
ACTION BUDGET: $
Action Step: Leadership Team members will attend the AASCD conference in Hot Springs to assist with development of frameworks for CCSS. Title I funds will be used for the Improvement of Instruction. Hall's Leadership Team will attend the Arkansas ASCD conference. Other reasonable and necessary professional development activities and the purchase of materials and supplies will be determined in conjunction with the building's External Provider and (ADE) School Improvement Specialist.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Leadership
Team
Start:
07/06/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
ACTION BUDGET: $
Action Step: Provide professional development for the incorporation of technology into lesson plans. 8 sessions x $25/hr X 3 hrs X 25 teachers
Action Type: ADE Scholastic Audit
Action Type: Alignment
Action Type: Technology Inclusion
Instructional
Coaches and
Instructional
Technology
Specialist

Third Quarter ESEA/ IMO Report

Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Title I -
Employee
Benefits:
$3450.00
Title I -
Employee
Salaries:
$15000.00
ACTION
BUDGET: $18450
Action Step: Schedule time to allow for collaboration of ELL teachers outside of regular school hours.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Administration
and ESL
Coordinator
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff ACTION BUDGET: $
Action Step: Develop a systematic plan for implementing the use of instructional technology with a focus on the concepts of project-based learning.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Action Type: Technology Inclusion
Instructional
Coaches,
Instructional
Technology
Specialists,
Pearson
Consult
Start:
07/01/2014

End:
06/30/2015
Administrative
Staff ACTION BUDGET: $
IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
Action Type: Alignment
Larry
Schleicher,
Principals and
Instructional
Coaches
Start:
07/01/2014
End:
06/30/2015
ACTION BUDGET: $
IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.
Action Type: Alignment
Larry
Schleicher,
Principal,
Instructional
Coaches, and
Teachers
Start:
07/01/2014
End:
06/30/2015
ACTION BUDGET: $
IIIA05: All teachers maintain a record of each student's mastery of specific learning objectives.
Action Type: Alignment
Classroom
Teachers
Start:
07/01/2014
End:
06/30/2015
ACTION BUDGET: $
Total Budget: $18450
Goal To ensure the school's instructional program actively engages all students by *using effective, varied and researchbased*

practices to improve student academic performance.
Benchmark **IMO: IE09 – *The principal will challenge and monitor unsound teaching practices and support the correction of them.***
Intervention: CHANGE IN LEADER PRACTICE - Turnaround Principle 1: Strong Leadership. Turnaround Principle 2: Effective Teachers.
Scientific Based Research: Rhim, L. M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.
Actions Person
Responsible Timeline Resources Source of Funds
Action Step: Provide professional development on roles and responsibilities of leadership teams by attending the ASCD Conference in Hot Springs.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Leadership Team
Start:
07/01/2014
End:
06/30/2015
ACTION BUDGET: $
Action Step: Conduct 40 classroom walk-throughs /focus walks per week in collaboration with assistant principals, instructional coaches, and department chairs.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Administration Start:
07/01/2014
End:
06/30/2015
ACTION BUDGET: $
Establish Leadership Team to be composed of Principal, Assistant Principals, Technology Coordinator, Instructional Facilitators, Head Counselor, SPED Department Head, GT Coordinator, ESL Coordinator, and Test Coordinator.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Larry Schleicher, Principal
Start:
07/01/2014

End:
06/30/2015
Administrative
Staff ACTION BUDGET: $
Leadership Team will meet bi-monthly to guide and monitor the implementation of the design according to the Implementation Rubric through Focus Walks and the Quality Review Process, will use the Data Room to post scores and track performance growth, and analyze the range of summative and formative student data available in order to guide the actions of the school; focus on classroom data to drive instruction.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Larry
Schleicher,
Principal
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
ACTION BUDGET: $
Teachers will expand the study of Standards in Practice within their departments. Teachers who were trained last year will work with remaining staff in their department to increase this practice. Agendas from department meetings, student work, and Standards Based Bulletin Boards.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Action Type: Collaboration
Department
Chairs
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside

Consultants
Teachers
ACTION BUDGET: $
Title I funds will pay the salary and benefits for an Instructional Technology Specialist (1.0 FTE - Sladyen, M.) who will provide training in the use of technology to support instruction.
Action Type: Alignment
Action Type: Equity
Action Type: Professional Development
Action Type: Title I Schoolwide
Larry Schleicher, Principal
Start: 07/05/2014
End: 06/30/2015
Title I - Employee Salaries: $84827.49
Title I - Employee Benefits: $23308.62
ACTION BUDGET: $108136.11
Total Budget: $108136.11
Goal To develop leadership capacity that *supports teaching, learning, organizational direction, high performance expectations* to create a learning culture.
Benchmark **IMO:IIIA01:** All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
Benchmark **IMO:IIIA05:** All teachers maintain a record of each student's mastery of specific learning objectives.
Benchmark **IMO:IIIA02:** All teachers develop weekly lesson plans based on aligned units of instruction.
Intervention: STUDENT PROGRESS AND ACHIEVEMENT (Turnaround Principal 4: Strengthening Instruction)-
Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.
Actions Person Responsible Timeline Resources Source of Funds
IF03: Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
Larry Schleicher, Start:
Action Type: Alignment
Action Type: Professional Development

Principal 07/01/2014
End:
06/30/2015
ACTION BUDGET: $
IF04 : Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
Action Type: Alignment
Action Type: Professional Development
Administration and
Instructional
Coaches
Start:
07/01/2014
End:
06/30/2015
Teachers ACTION BUDGET: $
IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.
Action Type: Professional Development
Instructional
Coaches
Start:
07/01/2014
End:
06/30/2015
District Staff
Outside
Consultants
ACTION BUDGET: $
Action Step: Survey to staff regarding needed/wanted PLC topics and professional development topics.
Action Type: Alignment
Action Type: Professional Development
Instructional
Coaches and
Instructional
Technology
Specialist
Start:
07/01/2014

End:
06/30/2015
Administrative
Staff
District Staff
Outside
Consultants
Teachers
ACTION BUDGET: $
Action Step: Provide opportunities and observation instrument for peer observation in collaboration with external provider.
Action Type: Professional Development
Instructional
Coaches and
Pearson.
Start:
07/06/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
Teachers
ACTION BUDGET: $
Action Step: Provide professional development on effective classroom management.
Action Type: Professional Development
Administration Start:
07/01/2014
End:
06/30/2015
Outside
Consultants ACTION BUDGET: $
Title I 1003(a)
Title I 1003(a) funds will be used to carry out allowable Title I 1003(a) activities.
Action Type: Alignment
Action Type: Equity
Action Type: Title I Schoolwide
Larry Schleicher,
Principal

Start:
07/01/2014
End:
06/30/2015
Outside
Consultants
Title I
1003(a) -
Employee
Benefits:
$13230.00
Title I
1003(a) -
Employee
Salaries:
$60000.00
Title I
1003(a) -
Materials
&S
upplies:
$47486.95
Title I
1003(a) -
Purchased
Services:
$100000.00
ACTION
BUDGET: $220716.95
Total Budget: $220716.95
Intervention: LITERACY AND MATH -Turnaround Principal 5: Collaborative Use of Data for Improvement.
Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.
Actions Person
Responsible Timeline Resources Source of
Funds
IID02: The school tests each student at least 3 times each year
to determine progress toward standards-based objectives.
Action Type: Equity
Administration
and Teachers
Start:
07/01/2014
End:

06/30/2015
ACTION
BUDGET: $
IID11: Departments 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
Department
Chairs and
Instructional
Facilitators
Start:
07/01/2014
End:
06/30/2015
ACTION
BUDGET: $
objectives).
Action Type: Alignment
Action Step: Common pre- and post-tests will be developed for each module/unit by teachers and coaches in Literacy and Math. Each test will consist of 5-10 questions. Test will be the same for the pre/post. Technology will be utilized for administering tests. Analysis of results will drive instruction.
Action Type: Alignment
Action Type: Collaboration
Action Type: Equity
Coaches,
Math and
Literacy
Departments
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
Teachers
ACTION
BUDGET: $
Action Step: Provide professional development in the use of

technology tools for assessment.
Action Type: Alignment
Action Type: Professional Development
Instructional
Technology
Specialist
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
ACTION
BUDGET: $
Action Step: Provide PLC on data disaggregation and use of
Data Dashboard.
Instructional
Coaches and
Pearson,
External
Provider
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
ACTION
BUDGET: $
Action Step: Provide PLC on construction and use of data walls.
Action Type: Alignment
Action Type: Professional Development
Instructional
Coaches
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff

Outside
Consultants
ACTION
BUDGET: $
Action Step: Continue the focus on professional development to
implement Common Core State Standards.
Action Type: Alignment
Action Type: Professional Development
Instructional
Coaches
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
ACTION
BUDGET: $
Total Budget: $0
Goal To ensure the school's instructional program actively engages all students by *using effective, varied and researchbased practices* to improve student academic performance.
Benchmark **IMO:**IF03/IF04/IF07: Professional development for teachers will include observations by the principal and by peers with an emphasis related to effective teaching and classroom management.
Benchmark
IMO:IID02/IID11: The school will test each student at least three times a year with the Department Chairs reviewing these results and the results from pre-and post-tests of each module/unit to determine progress towards standardsbased objectives. The Department Chairs will use these results to make decisions about the curriculum and the instructional plans with a focus on "red-flagging" students in need of intervention or enrichment.
Intervention: STUDENT SAFETY AND DISCIPLINE -Turnaround Principal 6: School Environment
Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.
Actions Person
Responsible Timeline Resources Source of
Funds
Action Step: Use of SBIT to assist the school with student
behavior and school climate/culture.
Action Type: ADE Scholastic Audit
Action Type: Alignment
Administration Start:
07/01/2014
End:
06/30/2015

Administrative
Staff
Outside
Consultants
ACTION
BUDGET: $
Action Step: Set up professional development sessions with Arkansas State Personnel Development Grant (SPDG) Unit which addresses student behavior and school climate and culture.
Action Type: AIP/IRI
Action Type: Equity
Action Type: Professional Development
Administration. Start:
07/01/2014
End:
06/30/2015
ACTION
BUDGET: $
Total Budget: $0
Goal To function as an effective learning community that supports a climate conducive to performance excellence.
Benchmark **IMO:**IIIB01: All teachers will maintain a file of communication with parents.
Intervention: PARENT AND COMMUNITY ENGAGEMENT - Turnaround Principal 7: Parent and Community Engagement
Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.
Actions Person Responsible Timeline Resources Source of Funds
IIIB01: All teachers maintain a file of communication with parents.
Action Type: Parental Engagement
Administration and Teachers
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Teachers
ACTION
BUDGET: $
Action Step: Administrative team will conduct focus walks and classroom walk-throughs to observe use of communication document.

Action Type: Alignment
Larry Schleicher,
Principal
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Outside
Consultants
ACTION
BUDGET: $
Action Step: Teachers will submit a copy of their communication log each week to the principal's secretary for documentation.
Action Type: Alignment
Action Type: Parental Engagement
Olivia Stewart
andTeachers
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Teachers
ACTION
BUDGET: $
Action Step: Continue to use Edline,ParentLink and other technology to communicate with parents.
Action Type: ADE Scholastic Audit
Action Type: Parental Engagement
Nicole Thomas,
Marshall Sladyen,
Elena Picado
Start:
07/01/2014
End:
06/30/2015
Administrative
Staff
Teachers
ACTION

Third Quarter ESEA/ IMO Report

BUDGET: $
Action Step: Utilize the ESL Parent Liaison to provide Spanish translations of all announcements and documents provided to students and parents.
Action Type: Alignment
Action Type: Parental Engagement
Elena Picado Start:
07/01/2014
End:
06/30/2015
ACTION
BUDGET: $
Total Budget: $0

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: _0__ Not Met: _2__
2. Student progress and achievement: Met: _0__ Not Met: _2__
3. Student safety and discipline: Met: _1__ Not Met: _0__
4. Parent and community engagement: Met: _0__ Not Met: _1__
Total IMO's this Quarter: __6___ Met: _1__ Not Met: _5__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By April 3rd, there will be a 50% growth from the baseline in observed levels of student engagement, higher levels of Bloom's Taxonomy, and incidents of student collaboration according to observation results for the third quarter as measured/evidenced by reports from the district observation tool.		X	1	04/3/15	**Principal:** Observations were limited due to testing/Snow Days. **ADE SIS:** This IMO has not been revised with the support of the current ADE SIS. In its current state, the IMO does not adequately address the needs of instruction and learning at Hall High.
By April 3rd, the administrative team will complete 45 classroom observations per week on average during the 3rd quarter as evidenced by the analysis of data from the district provided observation tool.		X	1	04/3/15	**Principal:** This task became impossible due to six snow days and PARRC Testing. The IMO was not well thought out. ELDA test started also in Last days of March. **ADE SIS:** This IMO has not been revised with the support of the current ADE SIS. In its current state, the IMO does not adequately address the needs of instruction and learning at Hall High.
By April 3rd, the Leadership Team will meet and discuss disaggregated results from the Algebra I, Geometry, and Literacy Module as measured by the third Quarter Common Assessments		X	2	04/3/15	**Principal:** The SLT viewed a portion of the raw data in literacy and math. No SLT discussions could take place without disaggregated data. **ADE SIS:** Provided "Coaching Comments" and other weekly visit notes

					related to guiding the SLT to review disaggregated data and make decisions to improve instruction and learning based on that data. In addition, this IMO has not been revised with the support of the current ADE SIS. In its current state, the IMO does not adequately address the needs of instruction and learning at Hall High.
By April 3, common pre-and post-tests will be developed and administered at the beginning and the end of Third Quarter for Algebra I, Geometry, and Literacy as evidenced by the analysis of testing results.		X	2	04/3/15	**Principal:** Tests were developed but not implemented in all areas mentioned in the IMO. **ADE SIS:** This IMO has not been revised with the support of the current ADE SIS. In its current state, the IMO does not adequately address the needs of instruction and learning at Hall High.
By April 3, there will be a 5% decrease of suspensions as compared to the third quarter of 2013-14 as measured/evidenced by the data analysis from AS400.	X		3	04/3/15	**Principal:** In the 3rd quarter of the 2013-14 school term, there were 640 suspensions, both in-school and out of school. In the 3rd quarter of the 2014-15 school term there were 302, a more than 50% decrease in suspensions during that quarter. **ADE SIS:** Reviewed suspension data from the 3rd quarter of last school year compared to this school year and the report indicates this IMO is met as written. This IMO has not been revised with the support of the current ADE SIS. In its current state, the IMO does not adequately address the safety and discipline needs at Hall High.

Third Quarter ESEA/ IMO Report

Parent and Community Engagement - By April 3, there will be a 50% increase from the baseline in the number of total parent contacts as recorded in communication logs submitted on a weekly basis for third quarter.		X	4	04/3/15	**Principal:** Increase noted and data kept in office. Exceptions to office are counselors and Translator but books are reviewable. See Ms. Stewart for reports. **ADE SIS:** Reviewed several teacher documented communication logs from 3rd quarter. As of date, the school has not provided an analysis of the information to determine if there was a 50% increase or not from the baseline number of contacts. This IMO has not been revised with the support of the current ADE SIS. In its current state, the IMO does not adequately address the parent and community engagement needs at Hall High.

Third Quarter ESEA/ IMO Report

Date Completed: April 3, 2015

School: Henderson Middle School

District: Little Rock

Status: Priority Academic Distress

Principal: Frank Williams

ADE School Improvement Specialist: Chante'le' Williams

External Provider: None

Internal School Improvement Specialist: Suzi Davis

Highlights:

- The district will continue focus on instructional supervision among administrators
- Students were involved and recognized for participation in community service shoe drive
- Planning is in progress for the ALE classroom to be housed at Henderson
- The district had successful administration of PARCC PBA tests
- Four teachers became National Board Certified teachers

Third Quarter ESEA/ IMO Report

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The Internal Specialist provided the following concerns/barriers:

- School culture and morale are low due to impending changes in district governance
- Teachers are not using time to plan and implement curriculum effectively which effects solid instruction and student learning.
- Teacher attendance and long-term substitutes in classrooms are chronic issues.
- Resistances to change and to use new pedagogical practices are ongoing issues.
- Focus for school improvement is not communicated to all effectively and not shared.
- There is a lack of time for PD or PLC's to hone new skills impedes progress.
- Inconsistent and interrupted teaching days (weather and testing) pose problems.

b) Building Principal:

The principal reported the following concerns/barriers:

- Barriers continue to be the resistance to change and using Common Core rigor and standards in instruction.
- Development of PD plan to address student grouping, discussion techniques, technology infusion, and lesson planning more thoroughly is needed (PLC's, team time, collaboration etc.)
- Teacher Attendance; Average daily attendance for teachers is 80.08%; 5 teachers are on extended leaves of absence.

c) Building Leadership Team:

The Building Leadership Team noted the following concerns/barriers:

- Various change initiatives such as teacher observations and accountability in regards of teacher attendance has led to pockets of low teacher morale.
- There is a lack of efficient system of developing quarterly pre and post-tests.

Third Quarter ESEA/ IMO Report

d) School Improvement Specialist:

- Level of rigor and consistency across classrooms is an issue.
- Teacher absences are chronic.
- 6th grade team should work more closely together, and should create and deliver effective lesson plans.
- Leadership team should be vested in school improvement work.
- Leadership Team needs additional training in Indistar and should reference and use the system more frequently.
- The school mission and vision should be evident in the daily life at the school.
- A coherent strategy and plan for implementing the school vision, which includes clear measureable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement should be developed and promoted.
- The school improvement plan should be referred to frequently at leadership team or planning meeting.

e) Other:

None

Additions/Revisions to current year's PIP/TIP:

None

Third Quarter ESEA/ IMO Report

IMO Area:
1. Change in teacher and leader practice: Met: 1 Not Met: 1
2. Student progress and achievement: Met: 0 Not Met: 1
3. Student safety and discipline: Met: 1 Not Met: 0
4. Parent and community engagement: Met: 1 Not Met: 0

Total IMO's this Quarter: 5 Met: 3 Not Met: 2

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 30, 2015, an additional 25 (300 total) classroom observations, including teacher feedback notes, will be completed by trained building administrators as evidenced by LRSD tool documentation.	X		1	03-30-15	At end of third quarter, a total of 446 classroom observations were logged by building administrators and feedback provided to teachers.
By March 30, 2015.teachers will implement the eight components of lesson planning in math and literacy classrooms as determined by district focus on planning.		X	1	03-30-15	Some teachers have used district recommended planning format and implemented workable plans. Many teachers resist and have not planned effectively.
By March 30, 2015 teachers will use SRI and SMI data and pre/post test data to analyze student achievement and plan instruction.		X	2	03-30-15	Some teachers are diligent with use of data and assessing students as others are less diligent.
By March 30, 2015, an increase of community involvement activities as indicated by VIPS forms.	X		4	03-30-15	Community led Girls Rock Program is in effect and meets regularly on Tuesday and Thursday at lunch. Computer Power day was hosted at Henderson Middle School during the third quarter. Guest speakers volunteered during the MLK celebration.
By the end of the 3rd Quarter 2015, the number of discipline referrals will decrease by 20 students as compared to the 3rd Quarter of 2014, as determined by discipline referrals report.	X		3	04-02-15	Category 2 and above offenses reduced from 132 infractions to 116 infractions.

Third Quarter ESEA/ IMO Report

Third Quarter ESEA/ IMO Report

Date Completed: April 14, 2014

School: J.A. Fair High

District: Little Rock School District

Status: Priority & Academic Distress

Principal: Jeremy Owoh

ADE School Improvement Specialist: Roxie Browning

External Provider: N/A

Internal School Improvement Specialist: Marcelline Carr

Highlights:

Highlights as reported by the principal:

- The School Leadership Team (SLT) continues to receive leadership training. The team has been working efficiently and effectively.

- The collaboration among the Arkansas Department of Education (ADE) School Improvement Specialist (SIS,) Little Rock School District (LRSD) SIS, and school leadership continues to be beneficial to the instructional work of the school. The work is more focused and concise.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

Concerns/Barriers reported from District Personnel who work directly with J.A. Fair

Third Quarter ESEA/ IMO Report

- The main concern involves having enough time to truly develop and implement the 45 day plan with measurable outcomes by the end of the school year.
- There is a limited amount of leadership capacity among teachers.
- There appears to be a lack in the development of a true focus for the academic teams during their designated half day Professional Development (PD.)
- A major barrier has been the amount of testing during the 3rd quarter, requiring a tremendous amount of administrators' focus and time to be devoted towards test administrator tasks.

b) Building Principal:

Concerns/Barriers reported by the principal:

- With recent changes within the district and impending changes to the upcoming school year, it has been difficult at the building level to plan. There is a limited amount of a clear focus pertaining to the overall plan.
- There was an inconsistency of academic school reports being requested by multiple entities.
- The amount of time that was devoted to testing and taken away from an instructional focus during the 3rd quarter.
- A significant amount of meetings have occurred, taking time away from providing support to teachers in the classroom or handling evaluations.

c) Building Leadership Team:

Barriers/concerns reported by Building (School) Leadership Team Members:

- Teachers currently do not possess a horizontal common planning time to create a common formative assessment (CFA.) Planning is currently taking place to support providing common planning time within the master schedule for next school year.

d) School Improvement Specialist:

Third Quarter ESEA/ IMO Report

As reported by the currently assigned ADE SIS:

- Teachers are not organized into instructional teams prohibiting them from the development and review of formative assessments nor are they able to plan units of instruction with differentiated lessons. (Indistar Indicator ID11 & Wise Ways #46) Planning is underway for the next school term to incorporate common planning periods for literacy and math teachers.
- ADE SIS was on campus a limited amount of days during the 3rd quarter for full day support. This was due in part to several inclement weather days when school was not in session, a week of spring break, standardized testing, and schedule conflicts among school and/or district personnel and the various ADE duties/responsibilities which pulled the ADE SIS out of the building.

e) Other:

N/A

Additions/Revisions to current year's PIP/TIP:

Current PIP

Priority 7: 2014-2015 PIP: Implementing a Transformational School Improvement Model

1. Comprehensive Needs Assessment Narrative

The Arkansas Department of Education requested an ESEA Flexibility Waiver from the US Department of Education to be able to waive some of the requirements of the No Child Left Behind Act (2001). Arkansas was granted the waiver on June 18, 2012. All schools in the state are being held to a different accountability standard. Arkansas schools have been identified and placed in the following categories:

Supporting Data:

- Exemplary Schools,
- Achieving Schools,
- Needs Improvement Schools,
- Needs Improvement Focus Schools and
- Needs Improvement Priority Schools.

Third Quarter ESEA/ IMO Report

Needs Improvement Priority Schools

Arkansas was required to identify a number of lowest-performing schools equal to at least five percent of the state's Title I schools. Arkansas had 803 Title I schools in 2011, requiring at least 40 Title I schools be identified among the schools identified as Needs Improvement Priority Schools. Arkansas identified 48 schools which included 41 Title I schools. The criteria for identification of Priority Schools set by USDE included identifying schools that were:

- Among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group, or
- Title I participating or Title I eligible high schools with graduation rates less than 60% over a number of years, or
- Tier I or Tier II SIG schools implementing a school intervention model.

2. J.A. Fair is among the lowest five percent of schools in the state based on proficiency and lack of progress of the "All Students" group, we are also a Title I eligible high school with a graduation rate of less than 60% over a number of years. Fair is also a Tier II SIG school implementing a school intervention model.

3. The Arkansas Department of Education conducted a Scholastic Audit of JA Fair High School during the period of November 11, 2007 to November 16, 2007. The Scholastic Audit Performance levels are as follows:
   - Performance Level 4: – Exemplary level of development and implementation;
   - Performance Level 3 – Fully functional and operational level of development and implementation;
   - Performance Level 2- Limited development or partial implementation; and
   - Performance Level 1 – Little or no development and implementation.

   J.A. Fair High School will address the all the recommendations of the report over a period of three to five years; however, the current focus is on Standards 7, 8, and 9.

   - In the area of **Leadership or Standard 7**, the Scholastic Audit Report indicated that Fair High School showed *"Limited development or partial implementation"* on ten (10) of the eleven (11) the indicators for Leadership. One (1) indicator was determined to have *"Little or no development and implementation"*.

- In the area of **School Organization and Fiscal Resources or Standard 8**, the Scholastic Audit Report indicated that Fair High School showed *"Limited development or partial implementation"* on 4 of the 6 the indicators for **School Organization**. The remaining indicators showed *"Little or no development and implementation"*. In the area of **Fiscal Resources**, there were four (4) indicators. Fair showed *"Limited development or partial implementation"* on two (2) and *"Little or no development and implementation"* on two (2).

- In the area of **Comprehensive and Effective Planning or Standard 9**, there are sixteen (16) indicators. The Scholastic Audit Report determined that Fair High School showed *"Limited development or partial implementation"* on 14 of the 16 the indicators and *"Little or no development and implementation"* on two indicators.

The Priority Improvement Plan will reflect interventions, actions and measurable objectives that will demonstrate improved building level capacity in the identified areas.

4.

The state's new accountability system does not use the ESEA subgroups separately to determine if a school is failing or in need of improvement. The state will use two groups to determine whether the school has met its annual measureable objectives (AMOs). Those two groups are the "All Students Group" and the "Targeted Achievement Gap Group" or "TAGG". The TAGG subgroup is a combination of the following ESEA subgroups: Economically Disadvantaged subgroup, English Learners subgroup, and Students with Disabilities subgroup. The difference in performance between these two groups will determine how well the building is meeting its annual goals. Currently, the difference between these two groups in our school is as follows:

- All Students (Non TAGG)
  - Literacy Performance 39.08
  - Math Performance 47.03
  - Graduation 73.18
- Targeted Achievement Gap Group (TAGG)
  - Literacy Performance 34.0
  - Math Performance 46.99
  - Graduation 73.88

J. A. Fair met its AMOs in Literacy and Math; however, it did not meet the Graduation AMO of 73.18%; our score was 63.64% for All Students. J.A. Fair must continue to meet our AMOs in literacy by achieving an AMO of 44.62% and in math by achieving 51.84% for All Students in 2013. The interventions and actions in our Priority Improvement Plan will also provide the direction for supporting our subgroups to reach at a minimum their annual measurable objectives.

5. *Summary Action for* **J. A. Fair High School** - NI: PRIORITY
   - Basic School Profile
     - 80.6% of the students enrolled are from low income families
     - Receives Title I funding and operates a "Schoolwide Program"
     - 2012-2013 Title I Allocation $ 369,075.00
   - Student Enrollment: 820
     - African American: 85%

- Caucasian (White):7%
- Hispanic:8%

- The building's Comprehensive Needs Assessment will be developed jointly between the school, the district, the *ADE, and the External Provider selected by the school.
- The school's improvement goals and targets will be determined based on the building's comprehensive needs assessment.
- The selected interventions shall be aligned with the Turnaround Principles.

Goal	To implement selected **"Turnaround Principles"** to guide effective and continuous building level school improvement practices as specified by Arkansas' ESEA Flexibility Waiver and a positive Change in Leadership Practice and Support of sound instructional setting.
	J.A. Fair High School will meet or exceed the 2014 performance annual measurable objectives (AMOs) in Literacy, Math and Graduation Rate for the "All Students Group" and the "Targeted Achievement Gap Group (TAGG)".
	a. **Literacy**: All Students Group Performance 50.16% and TAGG Group Performance 46.0%;
Benchmark	b. **Math** : All Students Group Performance 56.66% and TAGG Group Performance 56.63%;
	c. **Graduation**: To meet or exceed the required AMO for graduation in the "All Students Group" 79.39% and "TAGG Group" 80.37%.
Benchmark	IMO #1 Change in Leader and Teacher Practice: By the end of 1st quarter, the leadership team will identify all students who are considered at risk for the purpose of pairing a positive adult for mentoring by gathering data that will include attendance records, behavior incidents, low-grades, low test scores, and failure rates.
Benchmark	IMO #2 Change in Leader and Teacher Practice: By the end of the 2nd quarter, 50 % of the at risk students will be linked with one positive adult to help build character and support appropriate student behavior which will be measured by the adults' report.
Benchmark	IMO #3 Change in Leader and Teacher Practice: By the end of the 3rd quarter, 100 % of the identified at-risk students will be linked to a positive adult in the school building.
Benchmark	IMO #4 Change in Leader and Teacher Practice: By the end of the 4th quarter, 80-100% of the at-risk students will be connected to a community based supports to build upon their unique strengths as measured by teacher input.

Intervention: **School Leadership and Decision Making - *Establishing a team structure with specific duties and time for instructional planning***
Scientific Based Research:

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Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
• School Improvement Leadership Team will consist of department chairs, administrators, parents, district broker, and community leaders. Team will also consist of the instructional coaches, Career coach, interventionists, GT coordinator, ESL coordinator, SPED compliance teacher, administrators, and counselors Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Administration	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Community Leaders • District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
ID03: All teams operate with work plans for the year and specific work products to produce. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Leadership Teams	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
ID06: The principal maintains a file of the agendas, work products, and minutes of all teams. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Leadership teams	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
ID08: The Leadership Team serves as a conduit of communication to the faculty and staff. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Leadership Team	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Community Leaders • District Staff	ACTION BUDGET: $

			• Outside Consultants • Teachers	
IF11 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (3984) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Leadership Team	Start: 08/12/2014 End: 06/30/2015		Title I - Purchased Services: $2500.00 ACTION BUDGET: $2500
IID11 Instructional Teams 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). (109) Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Title I Target Assistance	Instructional Leadership Team	Start: 08/12/2014 End: 06/30/2015		ACTION BUDGET: $
Total Budget:				$2500

Goal	To develop leadership capacity that *supports teaching, learning, organizational direction, high performance expectations* to create a learning culture and a positive Change in Teacher Practice
Benchmark	IMO #5 Change in Leader and Teacher Practice- By the end of the firs quarter, 50% of teachers in all core subjects, English, math, science and social studies will collaboratively plan units of instruction to mastery level (70%) as documented by agendas, sign-in sheets and planning artifacts that will be sub mitted to appropriate subject administrators. By the end of teh 2nd quarter, 100 % of teachers in like core subjects will collaboratively plan units of instruction to mastery level (70%) as documented by agendas, sign-in sheets and planning artifacts that will be submitted to appropriate subject administrators.
Benchmark	IMO #6 Change in Leader and Teacher Practice- By the end of the first quarter 50% of teachers of core subjects will collaboratively create, administer and analyze the data from at least one common formative assessment and determine if planned objectives were met as documented by student work and Edline. By the end of the 2nd semester, 90% of core subjects will collaboratively create, administer and analyze the data from at least two common formative assessment and determine if planned objectives were met as documented by student work and Edline.
Benchmark	IMO #7 Change in Leader and Teacher Practice: By the end of the first quarter, and in a timely manner each quarter thereafter, the administrative team will report the results of Classroom observations of the following four performance standards to the faculty: Adherence to newly adopted district lesson plan format; use of technology; cooperative learning; higher order critical thinking questioning. Results will be quantified so that changes in compliance can be measured. By then end of the first semester, 75% of teachers observed will use the newly adopted district lesson plan, 50% of teachers will use technology in instruction, 33% of teachers will use cooperative learning and 50% will question for higher order thinking. By the end of the 2nd semester, 80% of teachers observed will use the newly adopted district lesson plan, 50% of teachers will use technology in instruction, 66% of teachers will use cooperative learning, and 75% will question for higher order thinking.

Intervention:
School Leadership and Decision Making - ***Focusing on the principal's role on building leadership capacity, achieving learning goals, and improving instruction***

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Scientific Based Research:
Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
IE05: The principal participates actively with the school's teams. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team and Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
IE06: The principal keeps a focus on instructional improvement and student learning outcomes. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team and Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
IE07: The principal monitors curriculum and classroom instruction regularly. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team and Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
IE08: The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team and Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
IF01: The instructional leadership team will compile reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team and Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
Total Budget:				$0

Goal	To increase Student Progress and Achievement in the instructional environment.
Benchmark	IMO # 8 Student Progress and Achievement: 70% of students will improve by at least one degree of proficiency from their base level of their Scholastic Math Inventory (SMI) scores.
Benchmark	IMO # 9 Student Progress and Achievement: 70% of students will improve by at least one degree of proficiency from their base level of their Scholastic Reading Inventory (SRI) scores.
Benchmark	IMO # 10 Student Progress and Achievement: We will conduct CFA's in quarters 1,2, and 3 with 70% being considered mastery. We will increase the number of students achieving mastery by 5% a cumulative CFA.

Intervention: **Curriculum, Assessment, and Instructional Planning** - ***Engaging teachers in assessing and monitoring student mastery***

Scientific Based Research:
Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center

on Innovation & Improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
IIB01: Units of instruction include pre/post tests to assess to student mastery of standards-based objectives. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants	ACTION BUDGET: $
IIB02: Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unity of instruction. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants	ACTION BUDGET: $
Professional Development and resources will be provided to faculty and staff on how to construct pre/post assessment. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Instructional Leadership Team	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants	ACTION BUDGET: $
Planning time will be built in the schedule to plan common formative assessments. Administration will provide additional time to meet after school using Article 9s. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Administrative Team	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff	ACTION BUDGET: $
Total Budget:				$0

Goal	To create a positive learning environment with Student Safety and Discipline/ Parental Involvement
Benchmark	IMO #11 Parental Involvement: 90% of senior parents/guardians will participate in a program before the end of the 1st semester to verify senior graduation status.
Benchmark	IMO #12 Parental Involvement: By the end of the 1st semester, contact will be made with 5 community stakeholders to increase parental involvement by taking activities to the communities of parents and students. (Churches, public libraries, community centers)
Benchmark	IMO #13 Student Safety and Discipline: 80% of Teachers will have rituals and routines clearly posted in the classroom. Teachers will also devise a intervention system to allow students to self-correct before removal from the classroom by the end of the 1st quarter and 90% the second quarter.
Benchmark	IMO #14 Student Safety and Discipline: 70% of teachers will consistently document parent/ teacher contact on school generated form the 1st quarter and 90% the 2nd quarter.

Intervention: **Fiscal Resources**				
Scientific Based Research: Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E. A, (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, Il: Center on Innovation & Improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional Development To provide leadership team support, selected staff of J. A. Fair High School along with	J. Owoh, Principal	Start: 07/01/2014	• Outside	ACTION BUDGET: $

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their principal will attend a School Improvement Conference sponsored by the Arkansas Department of Education. Title I 1003(a) funds will be used to provide registration, travel and accommodations for the conference attendees. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide		End: 06/30/2015	Consultants	
Parent liaison will make contact with community stakeholders to help increase the visibility of J.A. Fair High School as an integral part of the community. (i.e. distribute J.A. Fair paraphernalia to the surrounding businesses) Action Type: ADE Scholastic Audit Action Type: Parental Engagement	Parent Coordinator	Start: 08/12/2014 End: 06/30/2017		ACTION BUDGET: $
Distribute test results to parents at registration, Also provide PARC assessment samples and share website during open house and orientation sessions for parents and via Edline so parents are aware of test content. Action Type: Parental Engagement	Instructional Leadership Team	Start: 08/12/2014 End: 06/30/2017		ACTION BUDGET: $
Parent Liaison will develop a monthly newsletter to share with parents via Edline and Parent Link. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement	Leadership Team	Start: 08/12/2014 End: 06/30/2017		Title I - Other Objects: $1200.00 ACTION BUDGET: $1200
Student information sheet signed by parent and student returned to teacher. Action Type: Collaboration Action Type: Equity	School Improvement Leadership Team	Start: 08/12/2014 End: 06/30/2017		ACTION BUDGET: $
System of interventions to allow the student to self-correct behavior before being removed from class. (3 strikes, mediation, 9th grade gatekeeper) 3. Rituals and routines are clearly posted in classroom. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity	Jeremy Owoh, Principal; Administrative Team	Start: 08/12/2014 End: 06/30/2017		ACTION BUDGET: $
Parent contact for positives, concerns, class work (email, phone, postcard, edline, agenda books, remind 101, surveys, parent conferences, welcome letter ect.) Action Type: Parental Engagement Action Type: Program Evaluation	Jeremy Owoh, Principal; Administrative Team	Start: 08/12/2014 End: 06/30/2017		ACTION BUDGET: $
VA01 The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983) Action Type: Collaboration	Jeremy Owoh, Principal; Administrative Team, Faculty and staff	Start: 09/15/2014 End: 06/30/2017		ACTION BUDGET: $

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Action Type: Parental Engagement				
Total Budget:				$1200

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IMO Area: 1. Change in teacher and leader practice: Met: _0__ Not Met: _2__
2. Student progress and achievement: Met: _0__ Not Met: _1__
3. Student safety and discipline: Met: _1__ Not Met: _0__
4. Parent and community engagement: Met: _0__ Not Met: _0__
Total IMO's this Quarter: __4___ Met: _1__ Not Met: _3__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By the end of the second semester 90% of the core subject teachers will collaboratively create, administer, and analyze data from at least 2 common formative assessments and determine if planned objectives were met as documented by Edline and student work.		X	**1**	04/03/15	**Building Administration:** Standard in progress. Teachers currently do not have a common planning time. **ADE SIS:** Technically, the second semester has not ended. In addition, this IMO has not been revised with the support of the current ADE SIS. In its current state, the IMO does not adequately address the needs of instruction and learning at J.A. Fair High.
By the end of the 2nd semester, 80% of teachers observed will use the newly adopted district lesson plan, 50% of teachers will use technology in instruction, 66% of teachers will use cooperative learning, and 75% will question for higher order thinking evidenced by the analysis of data from administration conducting drop ins and providing feedback via email and face to face.		X	**1**	06/15/15	**Building Administration:** Standard in progress. **ADE SIS:** Technically, the second semester has not ended. In addition, this IMO has not been revised with the support of the current ADE SIS. In its current state, the IMO does not adequately address the needs of instruction and learning at J.A. Fair High.
We will conduct CFA's in the 3rd quarter with 70% being considered mastery. We will increase the number of students achieving mastery by 5%.		X	**2**	04/03/15	**Building Administration:** Teachers currently are not organized into a horizontal common planning time to create and implement CFA's.

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					ADE SIS: This IMO has not been revised with the support of the current ADE SIS. In its current state, the IMO does not adequately address the needs of instruction and learning at J.A. Fair High.
By the end of the 3rd quarter, 100 % of the identified at-risk students will be linked to a positive adult in the school building. As evidenced/measured by a report provided by City Team Members.	X		**3**	04/03/15	**Building Administration:** City year currently provides mentorship and academic interventions for identified students. The identified students are then comprised onto a focus list. City Year documents all identified students as well as the amount of time spent with each student. **ADE SIS:** This IMO has not been revised with the support of the current ADE SIS. No records pertaining to the "focus list" or an analysis of the data has been reviewed by the ADE SIS.

Third Quarter ESEA/IMO Report

Date Completed**:** March 24, 2015

School**:** Osceola High School

District**:** Osceola School District

Status: Priority/Title I

Principal: Ms. Tiffany Morgan

ADE School Improvement Specialist: Pam Clark

Approved External Provider: Blaine Alexander, Arkansas Leadership Academy

Internal School Improvement Specialist: N/A

Highlights:

- *Office for Education Policy Report*
    - Osceola High School was recognized as one of the *Top 5 Most Improved High Schools in* ***Northeast*** *Arkansas,* ***EOC Algebra and Geometry*** *Achievement from 2008-09/2009-10 to 2012-13/2013-14.*
      Subject:Algebra Grades:9-12 Free/Reduced: 87% Proficient: 30% to 58% GPA growth +0.44
      Subject:Geometry Proficient: 24% to 44% GPA growth+0.40
- The State Board of Education removed Osceola High School from Academic Distress in February, 2015.
- The principal is currently attending Master Principal Program with the Arkansas Leadership Academy. This is the 3rd year for this principal to attend the institute and the work continues to include depth, spread, scale, and sustainability throughout the faculty and staff of the building.

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- Osceola High School will be sending two students and two teachers to the student voice conference hosted by the Arkansas Leadership Academy.

- Osceola High School participated in Literacy Design Collaborative training with Dawn Bessee from the Crowley's Ridge Co-op.

- Osceola had a senior get appointed to the United States Air Force Academy. He is the first recipient in Northeast Arkansas to receive an appointment to the Academy.

- Osceola High School had a student participate and win the state Poetry Out Loud contest.

- Osceola High School had a teacher get inducted into the Teacher Hall of Fame for Thespian.

- As a part of its STEM initiative, Osceola School District has implemented the Project Lead the Way Engineering curriculum. Students in this program learn about the Engineering Design process through a hands-on, project based approach. Our students have access to 3-D printers that they have used to print physical models of items they have designed. The level of engagement in Project Lead the Way is self-evident from the actions of the students. Students in the 2nd year of the program participated in the Vex Robotics Competition this year. Even with their preliminary matches being cancelled due to inclement weather, the two teams came to school on snow days to work on their robots/programming, and were able to participate in the state competition where they placed 17th and 19th in the preliminary rounds, and 6th in the finals. The skills learned in this program will help students in all walks of life.

- The Osceola high school EAST program is all about community service through the use of technology. Whether it is establishing a balloon release to raise awareness for childhood cancer, a school sponsored blood drive, or students creating a talent show to raise money for diabetes, the Osceola EAST students are always working to better their community. In March, a group of Osceola high school EAST students had the opportunity to attend the

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2015 EAST Conference and meet with schools from all over Arkansas who were serving their communities. The Osceola students were able to see the vast array of projects that other schools were working with, ranging from student-made hydroponic or aquaponic systems, model filtration systems for a local water treatment company, or interactive 3D walk-throughs of local museums. The students were also able to watch STEM competitions, tech support competitions, or participate in free classes where they could learn about computer hardware, the use of GPS and mapmaking software, or 3D modeling programs. By attending this conference, the students were able to grow in their technological skills and were also able to gather more ideas for future projects for the community of Osceola.

Concerns/Barriers as reported from**:**

a) District Personnel/District Leadership Team:

- The district stated that their concerns are:
- Changing the culture within the Osceola School District and Community
- Teacher absenteeism continues to be a problem
- Administrators holding teachers accountable
- A sense of urgency within the district towards student achievement.

b) Building Principal:

The building principal stated that teacher absenteeism continues to be a problem at Osceola high school. Student attendance (93%) is higher than teacher attendance at (89.2%). Another concern is high teacher turnover for the 2015-2016 school year. Once again, the literacy department at the high school will be composed all of new teachers to the Osceola School District for the 2015-2016 school year.

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c) Building Leadership Team:

The building leadership team stated that understanding Common Core at the high school continues to be a problem each year because of high teach turnover.

d) ADE School Improvement Specialist:

The school improvement specialist stated that daily, classroom instruction should be more rigorous and bell to bell instruction is essential.

e) External provider:

- The external provider stated that there is still a 'Lack of sense of urgency'.
- The second concern by Generation Ready provider is also high teacher turnover. This provider stated OHS should create a plan for the 2015-2016 school year whereby for the first two weeks of school they should provide procedures for rules, routines and procedures.

Additions/Revisions to current year's PIP/TIP:

Each week during the leadership team meeting, 3 Indistar Indicators are monitored for implementation. Also during this time, the IMOs are monitored if new data is available.

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IMO Area: 1. Change in teacher and leader practice: Met: __1__ Not Met: __0__
2. Student progress and achievement: Met: __2__ Not Met: __0__
3. Student safety and discipline: Met: __1__ Not Met: __0__
4. Parent and community engagement: Met: __1__ Not Met: __0__

Total IMO's this Quarter: ___5__ Met: __5__ Not Met: __0__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 2015, the principal will meet with 100% of the teachers individually to review the teachers failure report for the first semester.	X		1	03/15/15	The high school principal met with 100% of teachers during the third quarter grading period. An action plan will be created for the fourth nine weeks concerning any student with a failing grade. The principal stated that each teacher with a failing student will have to create an action plan for the failing student for the 4th nine weeks.
By March 2015, 26% of the 10th grade literacy students will demonstrate growth as determined by MAP RIT scores.	X		2	03/15/15	31% of 10th grade students showed growth as determined by MAP scores because the leadership team shared the data one-on-one with the students. Students created their own goal and became invested in their scores.
By March 2015, 31% of the 10th grade math students will demonstrate growth as determined by MAP RIT scores.	X		2	03/15/15	41.8% of 10th grade students showed growth as determined by MAP scores. This 3rd nine weeks IMO exceeded our end-of-year growth goal.

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By the end of March 2015 , any student with five or more referrals will be placed on individualized behavior management plan to be monitored by the principal and the dean of students.	X		3	03/15/15	The principal will continue to lead the discussion about this IMO. Six students are currently on a Behavior Plan. Osceola high school will be adding nine more students. The process of writing the behavior plans for these nine students will be completed with the students. The students will help create the behavior plans, sign them and will be given a copy of the plan.
By the end of March 2015, 100% of parents of students with failing grades will be contacted by the classroom teacher as measured by parent contact log turned in by the teacher.	x		4	03/15/15	Osceola high school had 153 of 355 (43%) come to parent teacher conference for the third quarter grading period. The teachers contacted 100% of students with failing grades during the grading period and have contacted all students with failing grades on their 3rd quarter grading period. The principal has created a plan of action whereby the teacher will have to bring their grade book and will have to justify all failing grades. A plan of action will then be created with the principal and the teacher.

Third Quarter ESEA/IMO Report

Date Completed: March 2015

School: Osceola STEM Academy

District: Osceola

Status: Priority

Principal: Ms. C. Smith

ADE School Improvement Specialist: Pam Clark

External Provider: Judy Manning, Generation Ready

Internal School Improvement Specialist: N/A

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Highlights:

- The Principal is completing year 1 of the Arkansas Leadership Academy's Master Principal Program and is applying for the year two program.
- Osceola STEM Academy hosted a VEX Robotic competition on campus and invited the community. The judges were plant engineers from American Greeting, Cyro, and Denso. Stem had a student that won the overall award in programing the robots.
- In March, 6th & 7th grade students did an American History program that displayed multiculturalism performances. For examples, student did ballet dancing, poetry, solos and a play.
- There are clubs established on campus. The drama club is very active and has performed for the public on OSA Literacy night. OSA ambassadors and club members read books to local headstart students every Tuesday @ 9:30.
- The Principal and external providers work hand in hand.
- Osceola STEM Academy has planned a 2014-15 OSA Showcase program whereas, students will demonstrate for robotics, share academic success and each grade level will show something that they have learned. The program will end with a slide show on "STEM pathway to Success".

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The superintendent stated his biggest concern for the STEM Academy is hiring and retaining good, quality teachers.

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b) Building Principal:

The building principal's major concerns for the third nine week period are teacher absentees and classroom management. Teacher absentees have increased during the 3rd nine week period. After reviewing the TESS evaluation data, it reveals that classroom Management is still a weak area on campus.

c) Building Leadership Team:

The building leadership team stated that timely communication so teachers can plan appropriately, for example, change of schedules for testing, assemblies, etc.

d) ADE School Improvement Specialist:

The school improvement specialist's concern is for daily instruction to be rigorous, and for classroom instruction be data driven.

e) External provider:

The external provider stated that clear expectations for teachers in planning for substitutes. Another concern is the use of pre-test data to differentiate instruction. The last concern mentioned is the lack of timely communication throughout the district.

Additions/Revisions to current year's PIP/TIP:

Each week the PIP is monitored by analyzing three Indistar Indicators for effectiveness.

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IMO Area: 1. Change in teacher and leader practice: Met: __2__ Not Met: __0__
2. Student progress and achievement: Met: __4__ Not Met: __0__
3. Student safety and discipline: Met: __1 _ Not Met: __0__
4. Parent and community engagement: Met: __0__ Not Met: __1__

Total IMO's this Quarter: ___8__ Met: __7__ Not Met: __1__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 13 , 2015, 90% of teachers will have turned in lesson plans to the principal by due date. (data revealed that 97 % of lesson plans were turned in)	x		1	03/15/15	This data reveals that this IMO exceeded the objective by 7%. The principal and external provider consistently monitor lesson plans each week to ensure proper planning is taking place prior to classroom instruction.
Principal will complete 5 classroom walkthroughs/ observations each week by January 5th, 2015. (Data revealed average of 5 walkthroughs a week)	x		1	03/15/15	The principal and external provider created a schedule of teach walk-throughs for this third nine weeks.
By the end of 3rd quarter, **25% __of all 7th grade students in Literacy** will demonstrate Individual growth as measured on results from the Map Assessments. ***(Data revealed 52.7 % of 7th grade students demonstrated growth in Literacy)***	x		2	03/15/15	This nine weeks the focus was on Word Generation, reciprocal reading and annotation of complex text. Each day, every core teacher focused on reading, academic discussions, writing and collaboration. All teachers were held accountable for literacy. The principal took the TLI data on the reading, writing, speaking and listening standards. After selecting the lowest standards, the principal met with the social studies and science teachers and worked with them on how to incorporate these standards

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					into their daily instruction. Data review showed that Reading Standard 1 was tested 40 % of the time, so citing evidence became a daily focus. Standard 2, summarizing, and Standard 9, analyzing two or more texts were emphasized as well.
3rd IMO: By the end of 3rd quarter, **25%___of all 8th grade students in Literacy** will demonstrate Individual growth as measured on results from the Map Assessments. ***(Data revealed 77.5% of 8th grade students demonstrated growth in Literacy)***	x		2	03/15/15	This nine weeks the focus was on word generation, reciprocal reading and annotation of complex text. Each day, every core teacher focused on reading, academic discussions, writing and collaboration. All teachers were held accountable for literacy. The principal took the TLI data on our reading, writing, speaking and listening standards. After picking the lowest standards, the principal met with the social studies teachers and science teachers and worked with them on how to incorporate these standards into their daily instruction. Data review showed that Reading Standard 1 was tested 40 % of the time, so citing evidence became a daily focus. Standard 2, summarizing, and Standard 9, analyzing two or more texts were emphasized as well.
3rd IMO: By the end of 3rd quarter, **25%__of all 7th grade students in Math** will demonstrate Individual growth as measured on results from the Map Assessments. ***(Data revealed 62.2 % of 7th gr students demonstrated growth in Math)***	x		2	03/15/15	The math teachers at STEM Academy are extremely knowledgeable in math content. The teachers have built units that mirror the Math Design Collaborative units. (MDC)

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					This nine weeks, the teachers have used pre-tests for their lesson plans and they have used post tests for progress monitoring. All teachers have started implementing project-based learning .While the teachers are working on item analysis, the students have learned to do their own task analysis of math problems. The teachers are taking on the role of the facilitators during the math lessons and this allows the students to work more collaboratively.
3rd IMO: By the end of 3rd quarter, **25%___of all students 8th grade in Math** will demonstrate Individual growth as measured on results from the Map Assessments. ***(Data revealed 76.8 % of 8th grade students demonstrated growth in Math)***	x		2	03/15/15	The math teachers at STEM Academy are extremely knowledgeable in math content. The teachers have built units that mirror the Math Design Collaborative units. (MDC) This nine weeks, the teachers have used pre-tests for their lesson plans and they have used post tests for progress monitoring. All teachers have started implementing project-based learning . While the teachers are working on item analysis, the students have learned to do their own task analysis of math problems. The teachers are taking on the role of the facilitators during the math lessons and this allows the students to work more collaboratively.
By March 2015, discipline referral will decrease by	x		3	03/15/15	The principal stated that teachers are

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15 % as compared to APSCN 2013, 3rd quarter data. ***(Data revealed a 39% decrease from last year 3rd Quarter referrals)*** *In 2013-14 the 3rd quarter referrals were 372 and this year office referrals are 227)*					consistently following the discipline office referral procedures. The process has six steps: 1. Warning 2. Parent Contact 3. Lunch detention 4. After school detention 5. Conference with parent and student 6. Office referral with principal
By March 20th 2015, there will be a 15% increase of parents attending the 1st Quarter Parent-Teacher Conference in comparison to 2nd Quarter Parent-Teacher Conference .		x	3	03/15/15	The parent and community IMO was not met. This conference was held on a Thursday night before spring break. The principal stated student incentives were provided and two phone call reminders were sent to parents. A plan of action has been discussed to advertise the meeting earlier, encourage parents to invite other parents and involve more student participation.

Third Quarter ESEA/ IMO Report

Date Completed: April 3, 2015

School: Harris Elementary School

District: Pulaski County Special School District

Status: Priority Academic Distress

Principal: Darnell Bell

ADE School Improvement Specialist: Tiah Frazier

External Provider: Marie Parker, Arkansas Leadership Academy

Internal School Improvement Specialist: None

Highlights:

- Review progress toward Academic Distress Recommendations; ADE Team visit; State Board Meeting; Removal from Academic Distress list.
- Preparation for responding to the Academic Distress Recommendation Review Team and planning development toward future goals and areas of concern.
- Arkansas Leadership Academy provided support and helped with documentation for increasing principal, Leadership Team, and teacher effectiveness.
- Using the reflective process the external provider will assist the principal weekly with a self-assessment of his leadership skills based on the five performance strands, skills, and rubrics; this is a document and process required by the external provider.
- The external provider met with the leadership team to discuss team assignments that include using data to focus on instructional improvement, implementing cultural shifts with the goal of second order change, and stages of development for becoming a mature team; this is the focus of the Team Institute and they are preparing for regional meeting.
- Teams worked on activities and presentations for a Community meeting scheduled for Thursday night 2/19/2015.

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- PARCC Testing Training and scheduling was a major focus during the 3rd quarter.
- Planning for an "Awards Assembly", Parent/Teacher Conferences, iPad proficiency demonstration by students during awards assembly.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

No concerns were reported.

b) Building Principal:

The principal reported concerns about the possible consolidation of another school with Harris; millage increase proposal; and possible negative effect this may have on the culture and climate of the building.

c) Building Leadership Team:

Team members reported they are concerned about testing and time spent on preparation for testing; technology concerns (enough devices, bandwidth, etc.)

d) ADE School Improvement Specialist:

No concerns were reported.

e) Other:

The external provider reported concerns on professional development and modeling through the coaching cycle is needed to increase effective teaching practices and classroom management.

Third Quarter ESEA/ IMO Report

Additions/Revisions to current year's PIP/TIP:

The principal and leadership team are working with the external provider and ADE SIS to create a professional development plan which reflects the needs of the teachers in the building for the 2015-2016 school year; they have also worked to align the recommendations from the Academic Distress Review and the work done towards implementing those recommendations in order to create more rigorous IMO's for the 2015-2016 school year. All of the previous recommendations have been fully implemented; however the leadership team feels they should revisit them due to the possibility of a major increase in students for the next school year. They feel they should take a pro-active approach to ensure systems are in place.

Third Quarter ESEA/ IMO Report

IMO Area:

1. Change in teacher and leader practice: Met: 2 Not Met: 0
2. Student progress and achievement: Met: 1 Not Met: 0
3. Student safety and discipline: Met: 0 Not Met: 0
4. Parent and community engagement: Met: 0 Not Met: 0

Total IMO's this Quarter: 3 Met: 3 Not Met: 0

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
3rd Quarter: Weekly evaluation of the principals calendar will average to identify 50 percent of his time spent working with teams, observing and providing feedback for teachers or engaged in small group instructional planning, aggregation of data, or PD sessions. Calendar will identify an additional 10 percent of his time is with student focus groups or supporting teachers not meeting the 70% mastery level.	X		1	03/19/15	• The principal's calendar reflects at least 50% of his time being spent on working with teams, observing and providing feedback for teachers (TESS, Bloomboard, CWT data, focus walks, formal and informal observations and meetings), or engaged in small group instructional planning (PLC's), aggregation of data (during leadership team meetings) or PD sessions. • Additionally, the building principal assists in instruction by working with student focus groups using specific interventions for identified areas of deficit (pre/post unit assessments).
3rd Quarter: By survey, 85% of the leadership team participants will report that the teams are effectively functioning and the time is used	X		1	03/19/15	• Survey results indicate that 85% of the team agrees teams are effectively functioning and time is being used productively with focus

Third Quarter ESEA/ IMO Report

productively with a focus on improving student learning.					on student learning.
3rd Quarter: 100% of the units in math and literacy will have end of unit exams aligned to the pacing guide and 75% of the students will score proficient on the exam or teachers will use student data to modify the lessons and reteach. TLI data will be used to confirm the unit exams.	X		2	03/19/15	• 75% of students scored proficient on the end of unit exams and re-teaching of deficit skills in homogeneous groups have been ongoing with the 25% who did not score proficient. • TLI data cannot be used to confirm the outcomes of unit exams because the district has waived the TLI exams for the 3rd and 4th quarters. • Therefore, the instructional team and interventionist are working closely with the classroom teachers and instructional facilitators to progress monitor the areas of need in the underachieving student group and support the classroom teachers.

Third Quarter ESEA/ IMO Report

Date Completed: April 3, 2015

School: Wilbur D. Mills High School

District: Pulaski County Special School District

Status: Priority Academic Distress

Principal: Duane Clayton

ADE School Improvement Specialist: Tiah Frazier

External Provider: Arkansas Leadership Academy

Internal School Improvement Specialist: None

Highlights:

- The principal met all observational targets for teacher evaluations for the 3rd quarter.
- Preparations for PARCC testing (creating the schedule and attending to logistics, gathering materials, groups, dates, times, and rooms).
- Creation and utilization of PARCC items for practice during advisory period.
- During instructional team meetings, teachers scored and review data from PARCC practice and created plans for reteaching and focus on smaller groups of students.
- Teachers review work with students by explicit individual correctives and sample scoring and allow students to rework and share the new product in a cooperative group.
- Intervention during ISS: Facilitators are assigned to provide support for students assigned to In-School-Suspension. The assignment is 30 minutes per day. Students are provided homework help, remediation, specific skill refinement and TLI make-up.
- A community meeting was conducted to receive input from shareholders about how to make a positive impact on the schools. Parents, students, community members, faculty and staff members associated with Mills and Fuller Middle School were represented (Stakeholder Meeting Mills/Fuller)

Third Quarter ESEA/ IMO Report

- The Principal, Instructional Facilitators and central office members studied the list of recommendations of the ADE Audit Team and the 2nd Quarter Report to check progress and develop plans to address areas of concern. Among the items considered were: the school improvement process, needs assessment, data disaggregation, professional development planning for innovative block scheduling, coaching cycle led by the instructional facilitators, peer observations, time audits, development and planning for funding and actions, pre and post testing in math and literacy classes, student voice group.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

No concerns were reported.

b) Building Principal:

- The principal is concerned about the push back or resistance to change among the faculty and staff.
- The principal reported concern with teachers and students giving push back on the level of accountability which is expected (lesson plans on time, monitoring hallways, tardies, and homework).

c) Building Leadership Team:

- The leadership team reported concerns about time spent on testing and the pressure they feel due to the new way of testing.
- The team reported concerns about loss of instruction time due to lack of effective planning and inclement weather days.

d) ADE School Improvement Specialist:

The leadership team and key staff members are currently working on 8 plans in Indistar, 11 recommendations for Academic Distress, and five IMO's; concerned they are working on too many things at once and there should be a way to make these seamless.

e) Other:

None

Additions/Revisions to current year's PIP/TIP:

None

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: __1__ Not Met: __0__
2. Student progress and achievement: Met: __2__ Not Met: __0__
3. Student safety and discipline: Met: __2__ Not Met: __0__
4. Parent and community engagement: Met: __0__ Not Met: __0__

Total IMO's this Quarter: __5__ Met: __5__ Not Met: __0__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 30, 2015 5% of teachers on the intensive track of TESS will share in a PLC.	X		1	04/03/15	• The Principal has conducted observations and consultations associated with TESS. • Teachers who were not in compliance with non-negotiable issues (such as lesson planning) were confronted. • The Principal conducted an observation of the teacher's class and addressed concerns in a conversation with the teacher. • Practices and strategies used in classroom were shared by 5% of the teachers on the intensive track of TESS and there were discussions about trouble-shooting and modifying practices. • Instructional Facilitators took notes on areas of need and ways to mentor through the coaching cycle.
By February 20, 2015 there will be data and documented support of AIPs and interventions strategies. At this time,	X		2	04/03/15	-PARCC practice schedules indicate extra time allotted for deficit areas; ISS support from Math and Literacy Instructional

students will have another 10% documented including computer lab time practice for PARCC.					Facilitators. Students with AIPs where given an extra 10% of time for practice in PARCC assessments.
By February 20, 2015 instructional facilitators will have documented contact for instructional interventions that will include but not limited to PARCC materials, AIPs, and computer lab.	X		2	04/03/15	PARCC practice schedules indicate extra time allotted for deficit areas; ISS support from Math and Literacy Instructional Facilitators. Students with AIPs where given an extra 10% of time for practice in PARCC assessments.
By February 20, 2015 there will be a 5% decrease in the number of Level 101 (persistent disregard for classroom rules) referrals as compared to the start of the 2014 school year.	X		3	04/03/15	• The discipline management plan insures students with Level 101 infractions have been given five steps/opportunities to correct their behavior prior to receiving a referral (1. Verbal warning 2. Teacher/parent or student conference and parent contact 3. D-hall 1 day 4. D-hall 2 days 5. Student/parent/teacher/administrator conference) • There has been a 5% decrease in the number of Level 101 infractions as compared to the 2014-2015 school year.
By March 20, 2015 there will be a 5% decrease below the student's baseline on the percent of tardies per quarter.	X		3	04/03/15	• The security team and administrative staff have a system in place for locking classroom doors and monitoring hallways after the tardy bell rings. • Students receive several types of consequences depending on how many tardies they have

					accumulated: referrals, d-hall, or often times mentoring. • Cumulative data reflects at least a 5% decrease in the amount of tardies this quarter.

Rev. 11/18/14

Third Quarter ESEA/ IMO Report

Date Completed: April 2, 2015

School: Belair Middle

District: Pine Bluff

Status: Academic Distress

Principal: Dr. Suzanne Bloodman

ADE School Improvement Specialist: Dr. Mitzi Smith, Richard Myrick

External Provider: E2E

Internal School Improvement Specialist: Alesia Smith

Highlights from

3rd Quarter:

- Participation for Partnership for Assessment of Readiness for College and Careers (PARCC) testing was great for both teachers and students.
- The math and literacy depts.are working together well.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- No concerns were reported.

Third Quarter ESEA/ IMO Report

b) Building Principal:

- There are conflicts between the administrative staff. The principal has discussed this with the supt. and will discuss also with the interim supt.
- The district does not allow any field trips- even educational.
- The Keyboarding teacher left and the school has a sub in the classroom now.

c) Building Leadership Team:

- The district has not approved an out of state professional development conference at the Association for Supervision and Curriculum Development (ASCD). The leadership team identified the need and budgeted the money in the school improvement plan.

d) School Improvement Specialist:

- There are still Internet issues- students can't connect to the Internet. The Internet was down district-wide all day Tuesday.

e) Other:

- No concerns were reported.

Additions/Revisions to current year's PIP/TIP:

The school is working on its 45 day plan and evaluating the Priority Improvement Plan (PIP) actions for effectiveness.

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: __2__ Not Met: 1___
2. Student progress and achievement: Met: _1___ Not Met: _2__
3. Student safety and discipline: Met: _0___ Not Met: _1__
4. Parent and community engagement: Met: _0___ Not Met: 0__
Total IMO's this Quarter: _7_ Met: _3___ Not Met: 4__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By Feb. 28, 2015, 95% of students will meet attendance as determined by the ADA/ADM (Average Daily Attendance/Average Daily Membership) attendance report.		x	1	02/28/15	In Jan., the school had a 90% attendance rate. The teachers were not recording data accurately.
By March 28, 2015, 95% of students will meet attendance as determined by the ADA/ADM attendance report.	x		1	03/28/15	Incentives produced gains and the school will continue this process.
By Jan. 31, 2015, 12% of teachers will meet perfect attendance, as determined by the attendance report.	x		1	01/31/15	Seventeen percent of the faculty had perfect attendance for the month. The principal recognized teachers weekly on the intercom and had drawing for prizes. The principal also provided a luncheon for the teachers with perfect attendance.
By Feb. 28, 2015, students will increase to proficiency level of 64% for 6th grade and 62% for 7th grade on interim math assessments, as determined by TLI (The Learning Institute) data.		x	2	02/28/15	6th grade made 71% but the 7th grade made 41%. The students had a new math teacher from India who started in January. There has been an adjustment due to language differences. The math coach and external provider will provide additional support to 7th grade math.
By Feb. 28, 2015, students will increase to proficiency level of 55% for 6th grade and 57% for 7th grade on interim literacy		x	2	02/28/15	6th grade made 55% and met the IMO (Interim Measurable Objective) but 7th grade made 44% and didn't meet the

Third Quarter ESEA/ IMO Report

assessments, as determined by TLI data.					IMO. There was a new teacher in class this semester. The first semester there was a teacher working under an Additional Licensure Plan who failed the test and had to be removed.
By Feb. 28, 2015, special education students will demonstrate growth as determined by the TLI data.	x		2	02/28/15	The school met the IMO for the Module 2 by growing from 47% to 66% in language arts. They met the IMO. For Module 3, the students went from 66% to 33%. The students did not do well on the research simulation assessment. The students started the test on the computers and couldn't connect. They had to change to paper. For math Module 2 they did not meet the IMO- went from 65% to 38% but for Module 3 they met it by going from 38% to 63%.
By Feb. 28, 2015, the number of school-wide student tardies will show a 10% reduction as determined by individual teacher tardy class trackers.		x	3	02/28/15	There was an increase. The school has implemented the following: tardy forms will be monitored closely; the number of student tardies will be tracked throughout the day for repeat offenders. D-hall has been restructured to become a deterrent. Student attendance in D-hall will be monitored closely.

Third Quarter ESEA/ IMO Report

Date Completed: April 2, 2015

School: Pine Bluff High

District: Pine Bluff

Status: Priority Academic Distress

Principal: Dr. Michael Nellums

ADE School Improvement Specialist: Dr. Mitzi Smith, Richard Myrick

External Provider: E2E

Internal School Improvement Specialist: Alesia Smith

Highlights from

3rd Quarter:

- The Carnegie consultant is helping teachers implement Carnegie in Geometry.
- Teachers received materials for math including manipulatives helping students with concepts.
- The school is sending 4 teachers to the NCTM (National Council of Teachers for Mathematics) conference- April 15-18, 2015. Teachers will present to the PLC (Professional Learning Community) and later to the faculty in a mtg.
- The math coach is implementing a book study - *Literacy Strategies for Improving Mathematics Instruction* with the math teachers.
- For testing, the school had 95% participation for PARCC (Partnership for Assessment of Readiness for College and Careers) ELA (English Language Arts).

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- The school had 5 students who won at the UAPB (University of Arkansas Pine Bluff) science fair. They also competed at the Monticello science fair and one won.
- Two students scored 2nd and 3rd at the ACTM (Arkansas Council for Teachers of Mathematics) in Alg. II and will be going to the state competition.
- The basketball team won the state championship.
- The geometry teacher is working with students in the ISS (In School Suspension) room during his prep. pd.
- One of the counselors achieved National Board Certification in Counseling.
- Tenth graders will be inducted into the National Honor Society. Eligibility criteria is having a 3.5 or above.
- The high school had partnered with the fire dept. They visited the campus and made some recommendations. The school is reexamining the safety drills.
- The school plans to incorporate tutors from UAPB for math, literacy, and biology.
- After school, students can attend sessions from What's Next- Pine Bluff that teaches students how to write entrance essays, college applications, etc.
- EOC PARCC Family Night- 40 parents and students attended on March 9. Parents and students could do hands on activities on math, literacy, and science.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- No concerns were reported.

b) Building Principal:

- No concerns were reported.

c) Building Leadership Team:

Third Quarter ESEA/ IMO Report

- Student attendance is still a problem.
- Administrators can't use Ipads for observations due to problems with pulling up forms and downloading.
- .The team has not heard how the RIF policy will affect the school.

d) School Improvement Specialist:

- The Internet was down district-wide all day Tuesday.
- Administrators can't use Ipads for observations due to problems with pulling up forms and downloading.

e) Other:

- No concerns were reported.

Additions/Revisions to current year's PIP/TIP:

- The school is working on its 45 day plan and evaluating the PIP plan's actions for effectiveness.

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: 7 Not Met: 1
2. Student progress and achievement: Met: 6 Not Met: 4
3. Student safety and discipline: Met: 0 Not Met: 0
4. Parent and community engagement: Met: 1 Not Met: 0
Total IMO's this Quarter: 19 Met: 14 Not Met: 5

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 13, 2015 the Geometry MDC team will complete 3 formative assessment lessons.	x		1	03/13/15	The team collected sample assessments and lessons from the Geometry modules. They are also in Live Binders from Arkansas Co-op.
By March 13, 2015, LDC teachers with LDC training will complete 3 modules for jurying through the Module Design Collaborative Observers.	x		1	03/13/15	One Biology teacher and one English teacher have modules with literacy activities and assessments.
By Jan. 17, 2015, design of and documents for 2 embedded PLC's will be established and approved by the leadership team.	x		1	01/17/15	Sign in sheets indicated faculty and date.
By Feb. 17, 2015, design of and documents for 2 embedded PLC's will be established and approved by the leadership team.	x		1	02/17/15	Sign in sheets indicated faculty and date.
By March 17, 2015, design of and documents for 2 embedded PLC's will be established and approved by the leadership team.	x		1	03/17/15	Sign in sheets indicated faculty and date.
By Jan. 19, 2015, a co-teaching building leadership team will be developed for	x		1	01/19/15	Sign in sheets and minutes serve as documentation.

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SPED in order to have meetings once a month.					
By Feb. 19, 2015, a co-teaching building leadership team will be developed for SPED in order to have meetings once a month.	x		1	02/19/15	Sign in sheets and minutes serve as documentation.
By Feb. 26, 2015, the instructional team will meet twice monthly to review student data and set interim goals.		x	1	02/26/15	The instructional team only met once in Feb. The other mtg. got cancelled due to a faculty mtg.
By January 30, 2015 80% of math and biology teachers will include content driven open response questions in instruction.	x		2	01/30/15	The administrator for Patterson uses a check list showing bell ringer, parent contact log, and open response along with teacher's names. 89% of teachers completed the open response.
By Feb. 28, 2015 85% of math and biology teachers will include content driven open response questions in instruction.	X		2	02/28/15	93% of teachers submitted open response questions.
By March. 28, 2015 88% of math and biology teachers will include content driven open response questions in instruction.	x		2	03/28/15	88% of teachers submitted open response questions.
By January 30, 2015 80% of all teachers, except math and biology will include content driven prose constructed response prompts in instruction.	x		2	01/30/15	Examples of content driven responses were examined in folders. 95% of the faculty submitted prose constructed responses.
By March 30, 2015 88% of all teachers, except math and biology, will include content driven prose constructed response prompts in instruction.	x		2	03/30/15	Examples of content driven responses were examined in folders. 95% of the faculty submitted prose constructed responses.
By March 17, 2015, Geometry results from		x	2	03/17/15	The leadership team reported that the

Third Quarter ESEA/ IMO Report

TLI will indicate 50% proficiency.					district decided not to give the TLI Module 4 assessment in March due to the PARCC assessment.
By Feb. 26, 2015, Algebra II results from TLI will indicate 45% proficiency.	x		2	02/26/15	The results were 53% proficiency.
By March 13, 2015, Algebra II results from TLI will indicate 50% proficiency.		x	2	03/13/15	There was no March assessment.
By March 19, 2015, 49% of students will score Proficient or Advanced on TLI Language and Reading.		x	2	03/19/15	There was no March assessment.
By March 19, 2015, students' scores will indicate growth of 4% based on STAR testing data.		x	2	03/19/15	Scores indicate -2%.
None for student safety and discipline					
By Feb. 19, 2015, a total of 20 Jr. and/or Sr. students enrolled in the GradPoint program for credit recovery toward graduation will complete at least one credit recovery class.	x		4	02/19/15	48 students completed GradPoint.

Third Quarter ESEA/ IMO Report

Date Completed: April 2, 2015

School: Jack Robey

District: Pine Bluff

Status: Priority

Principal: Donald Booth

ADE School Improvement Specialist: Dr. Mitzi Smith, Richard Myrick

External Provider: E2E

Internal School Improvement Specialist: Alesia Smith

Highlights from

3rd Quarter:

- The school rewarded students for their performance in the Renaissance Reading Program.
- The STEM (Science, Technology, Engineering, and Mathematics) for the summer program was designed.
- The principal had all assigned Principal Protocols forms completed.
- The Principal is working diligently on the 2015-2016 school year with respect to consolidation of the two junior high schools into his building. He has specific strategies that he is collaborating with BLT (Building Leadership Team and staff of both schools.

Concerns/Barriers as reported from:

Third Quarter ESEA/ IMO Report

a) District Personnel/District Leadership Team:

- No concerns were reported.

b) Building Principal:

- Consolidation of schools – Principal discussed how he was excited about the consolidation of the two Jr. High schools into his building. However, the issue of teacher assignment could not be determined at this time. The principal did mention he had begun a process of room assignments, bell schedules to accommodate multiple lunches, duty positions, transportation schedules and extracurricular activities. Principal also mentioned he wanted to provide pre-AP training for the new staff this summer, but was not sure who will be assigned to the school; thus making Pre AP training difficult to implement.
- New/Different staff- Although the two junior high schools will combine into one building, the staff selection process is not an individual decision made solely by the Principal. The principal has a strong working relationship with this staff and knows strengths and weaknesses. The principal knows the hurdles that will be met, but has specific plans to address them when that time arrives.
- New/Different students- The current staff have worked diligently with the current student body to form trusting relationships. Not having this initial trust factor and beginning anew will make it somewhat of a challenge;however, the principal feels with time all involved will adjust and form new relationships.

c) Building Leadership Team:

- No concerns were reported.

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d) School Improvement Specialist:

- The Internet was down district-wide all day Tuesday. March 31, 2015.

e) Other:

- No concerns were reported.

Additions/Revisions to current year's PIP/TIP: The school is currently reviewing the effectiveness of its PIP.

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: _2__ Not Met: _2__
2. Student progress and achievement: Met: _2__ Not Met: _1__
3. Student safety and discipline: Met: _0___ Not Met: _1__
4. Parent and community engagement: Met: _1___Not Met: 0_ _
Total IMO's this Quarter:__9_ Met: 5____ Not Met: 4___

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By 1-30-15, 95% of students will meet attendance as determined by ADA/ADM report.		X	1	03-31-15	The school did not meet the IMO of 93%; school was cancelled 6 days for inclement weather. Many students, especially car riders, could not get to school. Many students were out sick because of colder than usual weather.
By May 2015, teachers will maintain a 95% attendance rate as determined by the attendance report		X	1	03-31-15	The school did not meet this IMO-93%. Many teachers live outside of the Pine Bluff area and could not get to work because of inclement weather. One staff member has a valid serious health issue. The school has implemented a weekly and monthly teacher attendance reward.
By December 31, 2014, members of the JRJH PLC. will disaggregate weekly and interim assessment data	X		1	03-31-15	This IMO was met. The PLC analyzed and shared data with administration, teachers and

Third Quarter ESEA/ IMO Report

to improve instruction.					students.
By May 29, 2015, academic coaches will model/co-teach an average of two lessons per week for/with teachers. After modeling, academic coaches will conduct post conferences or debriefing sessions with teachers.	x			03-31-15	This IMO was met.
By March 2015, students will show evidence of 60% school wide proficient/advanced status on interim literacy assessments as determined by the TLI data. Baseline-55%.	X		2	02-09-15	This IMO was met. Although the IMO was met, Module 4 was difficult as a new component and it was researched based with multiple text. It was practiced with students, nevertheless; data showed the open response was a problem area.
By March 2015, students will show evidence of 50% school wide proficient/advanced status on interim math as determined by TLI data. The scores reflect: Alg. I-27% Geo. 28% 8th grade: 39%		X	2	03-06-15	This IMO was not met. There have been 4 math teachers this school year. Also, there was a long term sub for 30 days. Lastly, there is currently a non-traditional teacher.
By May 29, 2015 Special Education students will evidence growth as determined by the TLI data. Baseline Data 8%.	X		2	02-09-15	This IMO was met. However, data showed there was a lax attempt on open response by students. Therefore, small groups were created to reinforce attempts on open response. Math Module 2 showed a 66% increase. Literacy

Third Quarter ESEA/ IMO Report

					Module showed a 66% increase. Module 3 was research simulation and students viewed it as very difficult.
By December 12, 2014, the number of office referrals will show a 5% reduction as determined by paper copies of discipline referrals.		X	3	03-30-15	This IMO was not met. Discipline has been reviewed by grade, subject, and teacher, time of day, gender and race. Some students changed classes after the holiday and had new teachers and schedules.
By May 29, 2015, all teachers will have made 100 contacts with parents/guardians to establish positive communication through e-mail, notes, home visits, and telephone calls.	X		4	03-31-15	This IMO was met. Teachers submit a monthly log with parent contacts.

Third Quarter ESEA/ IMO Report

Date Completed: April 2, 2015

School: Oak Park Elementary

District: Pine Bluff

Status: Priority Academic Distress

Principal: Linder Anderson

ADE School Improvement Specialist: Dr. Mitzi Smith, Richard Myrick

External Provider: E2E

Internal School Improvement Specialist: Alesia Smith

Highlights from

3rd Quarter:

- The school held a Mission Possible for PARCC (Partnership for Assessment of Readiness for College and Careers) testing campaign.
- Students and teachers were rewarded with daily treats during Spirt Week for testing March 2-6, 2015.
- During the week of March 2-6, the school had test practice and fun activities in preparation for testing.
- On a daily basis, classes were reviewed to count participants. The class with the most participants was rewarded each day.
- "Mission IS Possible" assembly was held on March 6, 2015.
- Literacy and Math Night was held on Feb. 10, 2015. The event focused on literacy and math strategies for learning and included a pantomime by some of the 4th and 5th grade girls. Dinner was also provided.

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- Administrators of Oak Park met with each grade level to encourage students to do their best on the upcoming assessment. During assessment week, each student worked at his/her best to receive a secret brown bag.
- At the close of testing, students were able to pick up a brown bag which included 3 edible items as a reward for their hard work.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- No concerns were reported.

b) Building Principal:

- No concerns were reported.

c) Building Leadership Team:

- The district did not supply the parent codes for the online gradebook system.

d) School Improvement Specialist:

- The Internet was down district-wide all day Tuesday.

e) Other:

- No concerns were reported.

Third Quarter ESEA/ IMO Report

Additions/Revisions to current year's PIP/TIP:

IMO Area: 1. Change in teacher and leader practice: Met: __1__ Not Met: _0__

2. Student progress and achievement: Met: _1___ Not Met: 3___
3. Student safety and discipline: Met: _1___ Not Met: 1___
4. Parent and community engagement: Met: _1___ Not Met: 0___

Total IMO's this Quarter: _8_ Met: _4___ Not Met: _4___

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 19, 2015, 80% of students in fifth grade will be actively engaged in the learning as determined by CWT's(Classroom Walk-Throughs).	x		1	03/19/15	Observation forms showed notes indicating the use of Kagan strategies, high yield strategies, and classroom stations. 82% of the teachers used Kagan strategies, 100% used high yield strategies, and 61% used classroom stations.
By March 19, 2015, students in grades 3-5 will show growth in citing evidence (informational passages) by 10% or more as determined by TLI (The Learning Institute) Module 4.		x	2	03/19/15	A teacher was out in 4th grade for 15 days due to illness.
By March 19, 2015, students in grades 3-5 will show growth in fractions in math by 10% or more as determined by TLI Module 4.	x		2	03/19/15	The Learning Institute assessments showed the following: The third grade increased from 33 to 68.2%. Fourth grade increased from 25.3 to 39.9%. Fifth grade

Third Quarter ESEA/ IMO Report

					increased from 29.7 to 44.7%. The school identified students by skills mastered and did after school tutorials. The leadership team coordinated with 21st Century program at a local church to provide skills needed for tutoring and pulled resources for them as well.
By March 19, 2015, at least 5% or more special education students will show growth in fractions as determined by TLI Module 4.		x	2	03/19/15	There was an overall increase of 3.06% for the building. Third grade went from 18.75% to 33.3%. Fourth grade went from 33% to 27.7%. Fifth grade went from 36% to 33.3%. Fourth grade was the only group that did not increase by 5%.
By March 19, 2015, at least 5% or more special education students will show growth in citing evidence (informational passages) as determined by TLI module 4.		X	2	03/19/15	There was a 5% increase overall. The 3rd grade went from 13.6 to 34.7%. Fourth grade went from 12.7% to 16.7%. Fifth grade went from 16.6 to 25.8%.
By March 19, 2015, 94% of students will be in attendance daily according to attendance records. (Baseline attendance is 92%.)		x	3	03/19/15	The school maintained the attendance rate of 92%. The district was out for snow for 6 days. The leadership team reported they had many students out due to illness. A phone log documented phone call to parents after 4 days missed.
By March 19, 2015, the number of disciplinary actions (fights) will be reduced by 5% this quart as determined by office referrals.	x		3	03/19/15	The leadership had faculty reinforce the use of hall passes and strategically placed teachers in areas. The administrators now determine what is coded as a fight after giving students due process. Previously the secretary was

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					coding what the teacher sent the secretary.
By March 19, 2015, at least 25 or more parents will be engaged in parent workshops that provide parents with strategies (HAC) that strengthen the home/school connection.	x		4	03/19/15	The school provided food and sent out flyers as well as sending out personal invitations. 100 parents attended. The event was advertised in the newspaper, posted on Facebook and the district website.

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Date Completed: April 1, 2015

School: Strong High School

District: Strong High School

Status: Title I Priority School

Principal: Jeff Alphin

ADE School Improvement Specialist: LaDonna Spain

External Provider: Fetterman and Associates

Internal School Improvement Specialist: NA

Highlights:

- The student advisory team is meeting monthly. The March, 20, 2015 meeting agenda included discussions about testing progresses, up and coming school events, fundraising, organization of events including the Beta Club, presentation by a local officer about safety tips and general information concerning end of the year procedures, and the completion of a technology survey and discussions of current technology used by students.
- Some of the High School EAST students are developing a transition presentation for the Elementary sixth grade students for discussions related to behavior, discipline, teachers and students. When interviewed by the ADE School Improvement Specialist, they defined behavior in their training as being accountable and organized to keep up with the schedule and work they are to follow while at the high school. They wanted the students to know what it was like to go to a locker and be on time for class. When asked how they would know when the sixth grade would understand their message, they decided that they needed to survey the participating students before and after their presentation to see what changes in thinking occurred from their efforts. The students indicated they may be finished with the project by Monday, April 20, 2015. They were provided with the challenge to consider the possibility of working to develop a video for an audience of potential future teachers within the Strong High School. They would focus on great things occurring in Strong High School and persuasion of why the teacher would want to

become a member of their school and community. The principal and superintendent are currently working on the development of recruitment tools and making plans with the district leadership team. One tool in development is to set up a monitor attached to a lap top at job fairs with PowerPoints about the school and community which would also have the ability to play the EAST student's persuasive video.

- My Skills Tutor was put in place for both remediation and advancement purposes for students. The lab is being monitored by the building administrator, progress manger, classroom teachers, and external provider. Reports are pulled that determine which students are not performing and those that should be moved to the next level. The reports were printed and provided to the classroom teachers to determine next steps for students.
- Some students are participating in credit recovery in 10th grade World History to graduate.
- An article was placed in the *Arkansas Career Counselor* highlighting the shop teacher and her students. Articles from the *Arkansas Career Counselor* are forwarded to all Arkansas Career and Technical Education (ACTE) teachers nationwide. This article is also displayed on the school entryway bulletin board.
- The entryway bulletin board includes many articles posted in the local El Dorado News Times paper including the above accomplishments of the Career and technical department student and teacher. The top three students per class are highlighted in articles from interim assessments, EAST students are recognized for efforts in a recent trip to a Hot Springs competition and a coat and canned food drive , students are in photos of giving blood, participating in an abstinence lecture in the Health class, students, current events researched by students highlighted in a news article, and students planning student events such as prom are highlighted in an article.
- Although none of Strong's basketball teams advanced, the leaders did a fantastic job of coordinating the tournament. The faculty stayed and helped clean up the gym. The hospitality room was like a banquet.
- One of the three Student Progress and Achievement Interim Measurable Objectives (IMOs) was met. The previous two quarters all three were missed. The building almost meets the Interim Measurable Objectives (IMO) but for the first time met a target this year.
- The building principal attends and/or facilitates committee or team meetings held within the building.
- The principal is monitoring the documentation of high order thinking questions within lesson plans weekly.
- He continues to develop and publish by e-mail, website, and paper document a monthly newsletter regarding Interim Measurable Objective (IMOs) targeted progresses, meeting updates, principal suggestions and highlights regarding instructional practices, successes, calendar of events, and much more.
- The principal spot checks Academic Improvement Plans (AIPs) implementation progresses through a folder

system, collects Peer observations/Classroom Walk Throughts (CWTs) conducted by leadership team members, collects Units/lesson plans directly, and leads leadership, Professional Learning Community (PLC), and student advisory team meetings.

- The principal is working to develop a recruitment PowerPoint to display at job fairs.
- During each week, the principal submits a self-evaluation of his time spent on instructional tasks to the Arkansas Department of Education School Improvement Specialist. A review of a sample week for March 30 to April 2 included: 26% of the principal's time is spent on Other duties, 43% is spent on lunch duty, 15% on Teacher Excellence Support System, 8% on Parent meetings, 8% on Implementation or Monitoring of the PIP or 45Day Action Plan, and 8% in Professional Learning Communities (PLCs).
- The facilitator is working with teachers on the implementation of the Assessment Grids/Response to Intervention (RtI) intervention processes.
- She trained the teachers in pulling The Learning Institute (TLI) data during a Professional Learning Community (PLC) meeting on March 18, 2015.
- The facilitator gathered new data from The Learning Institute (TLI) and updated the Interim Measurable Objective (IMOs) charts.
- The instructional facilitator began submitting a self-evaluation of her time spent on instructional tasks to the Arkansas Department of Education School Improvement Specialist and administrator. A review of a sample week for April 6 to April 10 included: 13% of the facilitator's time is spent on K-12 Professional Learning Communities (PLCs), 13% was spent on administrative meetings, and 75% of the time was spend on other duties. Gifted and Talented work accounted for 480 minutes of the facilitator's time which was half of the total weekly minutes.
- School Improvement Process Manager/Technology Coordinator/Federal Programs Coordinator Frequently works with the external provider for embedded training and assistant with updating the budgets in the Arkansas Comprehensive School Improvement Plan (ACSIP)
- Working to implement the My Skills Tutor program with assistance from the external provider while teachers also work with students in the system.
- Updates Indistar and Arkansas Comprehensive School Improvement Plan (ACSIP) related to progresses on assessing, planning, and monitoring School Improvement Objectives
- High School Student Safety and Discipline Sub-team met on Wednesday, March 18, 2015. The team determined that there were only 27 discipline incidences reported for the 3rd quarter.
- The principal reported that students identified as having behavior problems that were perceived as barriers to their interim assessment success were changing their behaviors. The students remain as a focus for assistance while they continue to work hard on their behavior improvements.

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- Students identified as repeat offenders of discipline issues are being provided mentoring by the Dean of Students, Counselor, building administrator, classroom teachers and other stakeholders such as family members as a result of Root Cause efforts by the Leadership Team and faculty.
- High School Leadership team and High School Instructional teams and teachers developed the testing calendar by March 4, 2015.
- Teachers are working to show student evidences of mastery of skills and standards within an Assessment Grid/ Response to Intervention (RtI) processes. Teachers are creating interventions for struggling learners. Documentation of student successes is maintained in folders. Those students with Academic Improvement Plan (AIPs) have the documentation collected along with the Academic Improvement Plan (AIPs) within the folders.
- Teachers in Math, Literacy, and Science classes are piloting an assessment grid/Response to Intervention (RtI) process that identifies which students are not mastering specific skills/standards within a lesson or unit. Interventions are determined for individual, small group or whole groups of students within classrooms. Formative, pre and post unit, chapter, teacher made tests, etc. assessments determine the level of mastery. Documentation of pre and post assessments are maintained in student Academic Improvement Plan (AIPs) folders. March 18, 2015 during Professional Learning Community (PLC) discussions the teachers discussed successes and problems related to the Assessment Grid process and evidences of changes regarding student behavior and academic changes. All teachers were trained in the use of an assessment grid/RtI process, and began the implementation of the assessment grid process in one of their classrooms starting March 19, 2015.
- Data was collected and analyzed to determine Interim Measurable Objective (IMOs) outcomes by the Core Leadership team including the administrator, external provider, and Arkansas Department of Education School Improvement Supervisor.
- Root Causes for Interim assessment performance were discussed and identified in preplanning discussions by the leadership team during the month of January 2015. The concept and discussion was led by key leaders of the leadership team during following Professional Learning Community (PLC) meetings with teachers.
- The leadership team identified students that were not performing on state and interim assessments at the proficient and advance levels. The team highlighted in green those students that performed and showed growth in their interim assessments, they identified students that were in a caution state of performance in yellow which meant that no changes were evident or growth, and the students declining in performance at any level were identified in pink. This visual representation of the data helped the team to see which students needed intensive assistance and the teachers and leaders wanted to find out what was causing the students to not perform.
- The Leadership Team and Professional Learning Community teachers identified students remaining unchanged or struggling with state summative and interim achievement results following the second quarter Interim Measurable

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Objective analysis of goal outcomes. The staff perceptions below show how teachers perceive the reason students are not meeting expectations on interim assessments. The key potential causes of low performance became key indicators of student success that was beyond any test score. The team wanted to impact student behavior which would in time result in increasing student successes. A total of 176 behavioral or academic results were analyzed. 111 out of 176 63% of the analyzed behavioral academic results had an increase or improved outcome. Of the analyzed areas of need for behavior in academics 48 of 176 27% were charted positive behavioral outcomes of students for third quarter while 128 out of 176 72% were direct positive change or impact on The Learning Institute (TLI) interim math and literacy scores. There were 21 reported increases from teachers for mathematics while 38 increases for literacy were reported by teachers. The Learning Institute (TLI) Mathematics Module 4 results were reviewed by the literacy facilitator and external provider to determine which students were impacted by the leadership team's efforts to share leadership responsibilities. Any student with an increase in interim assessment outcomes for 3rd quarter were included in the individual student, Root Cause charts, and overall results to determine overall needed behavioral and academic changes.

- The total number of students per perceived cause of poor performance on assessment tests by teachers included the following. Teacher perceived causes of poor performance on assessment test total number of students per cause: Attendance 7, Math 5, Literacy 2; Change in Standards 30, Math 8, Literacy 22; Lack of Concern 16 Math8, Literacy 8; Subject 16, Math11, Literacy5; Testing Factors 12, Math 6, Literacy 6; Outside Factors 18, Math 8, Literacy 10; and Behavior 19, Math 12, Literacy 7.
- Definitions or Clarification as perceived by teachers: Attendance- students are absent from class.; Change in Standards-new standards introduced that were possibly more difficult for the student to understand.; Lack of Concern-students that show behaviors of uncaring attitude or lack of interest.; Subject-students with a lack of understanding of how the content is applied in real life settings or why the content is important to them.; Testing Factors-students with test anxiety or issues related to testing.; Outside Factors-external factors that are impacting the students' ability to succeed or to meet their goals. Behavior -students who have demonstrated behavior problems within math or literacy classrooms; Math Advocate-educators or parents who have volunteered to support a student's need to meet specific standards or skills in this content area.; and Literacy Advocate- educators or parents who have volunteered to support a student's need to meet specific standards or skills in this content area.
- Results from Root Cause and Assessment Grid efforts for Literacy includes: Improvement of Literacy at 39/60%; Decrease 15/23%; No Change 4/6%; and Not Tested 7/11%.
- Results from Root Cause and Assessment Grid efforts for Mathematics includes: Improvement of Literacy at 24/37%; Decrease 18/28%; No Change 12/18%; and Not Tested 11/17%.

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- The Assessment Grid is basically a chart used by the classroom teacher during instruction to chart which students are not mastering a specific standard or skill to prepare an intervention for point in time remediation or the use of a formative assessment practices. A single sheet of paper is labeled Response to Intervention (RtI) Tiers 1 and 2 Formative Assessment Grid. At the top of the sheet is the Teacher's name, Grade, Subject and Module/Unit. There are six rows and four columns on the grid. Rows 1, 3, and 5 include up to a total of 12 ADE Standards or skills, one per cell/box that is being taught the teacher identifies as a focus or significate power standards for mastery learning from the lesson plan or Unit. The teacher writes each student under the standard or skill if he or she does not have evidence of student mastery or understanding of the standard from a formative assessment. If there are a few students listed, the teacher provides individualized or small group instruction to the student. If over 60% of the class does not show evidence of learning, the teacher reteaches the standard or skill. Rows 2, 4, and 6 contain an Intervention Plan that the teacher wants to remember to use as she discovers the issues with individual or small groups of students. At the bottom of the page the teacher moves standards that must be retaught to the entire class for adjustment to the instructional practice. The result of the above process was successful.
- Three of the leadership team members also teachers piloted for a two week period. The assessment grid was used in one class period. One standard was of focus of teachers of many included within the lesson plan on the assessment grid. Two of the three teachers participated during the first Assessment Grid process. Both participating teachers used paper pencil teacher made assessments to determine comprehension of learning. The leadership team teacher's first attempt to use the assessment grid process are located below.
    - Teacher 1- The 8th Grade Literacy class focused on the following standard L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Eight students out of a total of eleven students were identified as needing point in time remediation. Six of the eight struggling students increased in their mastery of the standard according to the teacher. The teacher used a paper pencil teacher made assessment for determining mastery and again for struggling learners.
    - Teacher 2- Science/Biology teacher focused on standard Genetic and DNA replication (four different standards). The teacher tested fourteen students out of eighteen enrolled in the class. Three students out of nineteen tested students were identified by the teacher from a teacher made assessment needed point in time remediation. The students were retested. 100% of the students were above 60% after the remediation. Remediation was in the form of research by the student of missed problems on the example, writing a response to the missed problems for discussion with the teacher, teacher review of the student's understanding of missed assessment problems after research.
    - Teacher 3- The third teacher for Mathematics was not present during the leadership team meetings to obtain the initial overview and training of the use and how to administer the assessment grid process. He was provided the opportunity to have discussions about the assessment grid process with the ADE School

Improvement Specialist and external provider to learn from his second attempt

- The leadership teachers presented the assessment grid results above to the staff on March 11, 2015.
  - The two participating leadership team teachers presented their experiences and reflections of the process to the other teachers along with the external provider during the March 11, 2015 Professional Learning Community (PLC) time. PLC Feedback forms indicated concerns from three of the faculty members about time, paperwork, etc., but all other teachers did not have a comment or concerns. Five teachers then tried the process with one class with one focused standard to experience the process.
  - The leadership team teacher's second attempt to use the assessment grid process are located below.
  - Teacher 1- The 8th Grade Literacy class focused on the following standard L.8.5 the use of Poetic Devices for one exam as evident in the assessment grid dated April 6-10, 2015. Eight students out of a total of eight students were identified as needing point in time remediation. As reported by the principal, the teacher began to notice that a parent was checking out a student over several days' time for early for lunch around 10 minute prior to the end of literacy class. The teacher contacted the parent and discussed the importance of attendance. The parent and student behaviors were adjusted to address attendance issue. The retest date included 4/6/2015. Six of the eight students had significant gains in their mastery of the standard. Student could start out at 30% and after retesting scoring at 90%.
  - Teacher 2- The second teacher completed the assessment grid process in two classes.
    - Class 1- Science/Biology teacher focused on standard HE6.B1-7 Evolution Terms and one test as evident in the assessment grid and lesson plan dated March 30-April 2, 2015. The teacher tested fourteen students out of eighteen enrolled in the class. Four students were absent or suspended. Six students out of fourteen tested students scored less than 60% and needed point in time remediation. The students were retested on April 7, 2015. Four of the Six students increased significantly, one student was absent, and one student dropped 36% points. According to the building administrator, the decrease in score was a result from possibly discipline and behavioral issues.
    - Class 2 - Science/Biology teacher focused on standard HE6.B1-7 Evolution Terms and one test as evident in the assessment grid and lesson plan dated March 30-April 2, 2015. Four students were absent or suspended. Seven students out of thirteen tested scored less than 60% and needed point in time remediation. The students were retested on April 7, 2015. Three of the seven students increased, one student was absent, and three students dropped 14.5% points. According to the building administrator, the decrease in score was a result from possibly discipline and behavioral issues.
  - Teacher 3- Algebra II /Mathematics teacher focused on basic mathematics misconceptions as identified through the analyze The Learning Institute (TLI) testing including adding and subtracting fractions. Three

out of seven students were retested. Of the seven students, two post tests were at 100% mastery and one student dropped from 20% to 0% (Explanation teacher included that the student needs individualized assistance and parent is seeking alternatives to graduation or general equivalency.).

- A survey was provided to the three participating pilot leadership team teachers on Tuesday, April 14, 2015. The overall results are as follows: Teachers were given the overall results from the survey where there was a positive overall impact, positive impact on behavioral needs, and positive impact on both Mathematics and Literacy needs within the classroom. Teachers reflected on their first attempt to implement the Assessment Grid/Response to Intervention (RtI) process in their classroom and their second. The overall results of the Root Cause and Assessment Grid processes were shared with the teachers. There was a 63% overall improvement in 176 perceived areas of need, 60% improvement in Literacy and a 37% gain in Mathematics. The teachers were provided examples of steps that they may have taken similar to the formative assessment and differentiation strategies the Assessment Grid requires a teacher to employ. They also discussed what they would change as a result of the discussion to refocus the practices on the learners' successes. The "paperwork" disappeared from the discussion. Teachers began to understand the grid was a way to record what they say students doing as a matter of mastering of the standards and skills while writing possible interventions that would assist the struggling learners in real time. The following questions and responses were gathered from the piloting teachers.
- Interview with the ADE School Improvement Specialist regarding the Assessment Grid process on 4/14/15 from 3rd quarter efforts:
    - What did you or the other teachers do to result in the successful outcomes listed above?
        - When teachers place more importance on the Learning Institute (TLI) testing (giving a grade) will improve student outcomes. The teacher stressed the importance of doing well on interim assessments with the entire class.
        - When talking about the students with difficulties, discussions were held as whole group and feedback was received from multiple sources. You are beginning to see what you asked for last year where you are getting feedback and co-teaching with multiple teachers. Student changes were seen. It was felt that the holidays hindered growth and the weather.
        - Focused more on the students with needs.
    - What standard was used for the pilot process on the assessment grid?
        - Genetic and DNA replication (four different standards)
        - change the standard from general to specifics.
        - L.8.5 Demonstrate understanding of Figurative Language, word relationships, and nuances in word meetings.
    - How many students were identified in need of remediation for mastery of the standard or skill from the total

number of enrolled students?
    - There were three students out of 18 or 19.
    - While the three students were being provided needed remediation, other students were working on enrichment activities.
    - 8 needed remediation out of 11 students
  - How many student outcomes were increased as a result of the point in time remediation?
    - 100% of the students were above 60% after the remediation.
    - No response
    - 6 of 8 increased
- Gathering feedback from Pilot Leadership Team teachers on the assessment grid process survey:
  - How has this experience increased your general competence to reach struggling learners?
    - It has helped me see if they are actually trying to do better as opposed to those that are just blowing off the work.
    - The teacher said, "It forces me to take a closer look at test data and not just record a grade." The ADE SIS praised the teacher for recognizing how important it is to differentiate to keep students focused. The teacher said, "To begin with I was seeing it as more paper work. Now I see it as not as much work but as a benefit." The ADE SIS explained how to assess in an easier manner. She said, "Post-tests do not have to be paper and pencil."
    - I see some benefits, but I want to have a time to plan with the external provider to make the process work with in my class.
  - What would you do differently with the struggling students in the future when conducting another assessment grid cycle?
    - I would do this on a day to day basis instead of waiting for a test.
    - Do more formative assessment not that I understood the purpose of the grid.
    - I would allow more time after the test to allow time to reteach before having to move on.
  - What other strategies would you provide the students as a method of intervention for point in time remediation?
    - Work in small groups to find the answer to the question.
    - More picture drawing or explain sentence by sentence of the math process. What were you thinking from the beginning to the end? The cooperative grouping works well for me. I am fortunate to have smaller classes.
    - Small group intervention
  - What would you do differently with the formative assessment practices in the classroom in the future when

conduct another assessment grid cycle?
    - In the future I would assess and keep a better record of who is understanding/not understanding on a daily basis.
    - I will keep it simple. Focus more on one skill and not multiple skills. Look at the top 5 standards (skills) to determine what is needed for success.
    - Do more varied assessments before the test.
- How did the assessment grid process make a difference in the students? and school?
    - Has helped students come up with passing grades and should help the school have a higher level of passing. The students' behavior has improved. If you give the student an opportunity to learn what they did not get, they do not feel like failures. Setting higher expectations to learn.
    - Students were less frustrated because we were slowing down. More teachers were looking at the process.
    - Students' grades came up because they had a chance to retake the test.
- What does the evaluation of assessment grid data suggest for future problem-solving in Professional Learning Community (PLC)s?
    - Show teachers what to do. Must look at available data. Teachers need to know exactly what is expected of them.
    - Focusing on individual students not just classes.
    - Knowing which students needed extra help and being able to discuss with other teachers allows us to focus on giving them extra attention.
- What will the assessment grid process look like in 2015-16 as it related to student knowledge and skills, diversity, assessment, technology, communication, and reflective practice?
    - Work on the template – PD before school begins for RTI
    - See above answers.
    - Hopefully, it will be less time consuming and complex so that we have more time to actually spend on creating lessons and teaching.
- How do you see yourself leading the other teachers to understand the purpose for assessment grids as a part of student centered practices?
    - Try to explain to them what is expected of them.
    - Offer help as they need it. Another teacher was confused and I helped them.
    - I can point out the success of identified students who received extra attention due to the grid process.
- What have I learned about addressing Student needs as a result of conducting this assessment grid pilot process?

        - You need to be sure that the students do know what they need to know in a timely fashion. Do not want to wait until it is too late.
        - Slowing down and not covering so much but so fast. We are slowing down to develop quality of learning.
        - Some students need an extra push to be successful, and identify them through the assessment grid allows us to focus on them more.
- Second Pilot of the Assessment Grid by the Leadership team and participating staff. The leadership team teachers presented a second time and attested to their experiences and reflections of the process to the other teachers following their interview with the ADE School Improvement Specialist. They showed samples of completed grids, examples of formative assessment practices, and the successes from the process on Wednesday, April 15, 2015. The presentation was designed to clear up misconceptions and understandings of the purpose and intent of the use of the assessment grids. PLC Feedback forms indicated.
- Professional learning community reflections on the Assessment Grid process on 4/15/15 from 3rd quarter efforts:
    - What did you or the other teachers do to result in the successful outcomes listed above?
        - Targeted certain students and their needs.
        - What it would take to get students involved.
        - We spent time discussing ways to motivate students
        - Retaught with differentiation and smaller groups
        - We encourage the students and monitored them students. We stress the importance of academics improvements and keeping school open
        - Monitored students, encourage students, stress importance of the learning Institute test toward keeping our school open. Gave grades on the learning Institute test.
        - Monitored students to encourage them. Stress the importance of learning. Provide individualized tutoring for students
        - Mentor and constantly questioning how students felt they were doing. Gave helpful hints how to deal with issues
        - Students who were struggling were identified. Then they were given specific help using the My Skills Tutor technology tool on computers.
    - What standard was used for the pilot process on the assessment grid?
        - Quadratic's
        - writing arguments
        - proofreading
    - How many students were identified in need of remediation for mastery of the standard or skill from the total

number of enrolled students?
    - 50% on average
    - 6 out of 9
    - 4 out of 18
    - 5
  - How many student outcomes were increased as a result of the point in time remediation?
    - 75% on average
    - 3 out of 6 identified students
    - 100%
    - 100%
- Gathering feedback from Pilot Leadership Team teachers on the assessment grid process survey:

  - How has this experience increased your general competence to reach struggling learners?
    - It makes you think about individualizing a lesson to reach certain students.
    - It allowed me to take a step back and evaluate the material and think about a deeper reteach with different strategies
    - It has revealed to me that other teachers can be beneficial to motivate students who struggle.
    - It made me more aware of what may have been the problem with each student.
    - This helped me to see how my students were struggling in other classes and succeeding
    - Assessment grids made me more aware of who was not understanding the student learning expectations.
    - It has enlightened me on the importance of identifying causes of struggling students before they fall behind.
    - It has given me a reason to check on student progress outside the normal assessment time.
    - It brings more awareness on a daily basis of targeting students who aren't getting it. The grid helps me know the specific students to target.
  - What would you do differently with the struggling students in the future when conducting another assessment grid cycle?
    - It makes you think of different ways to go over lessons with students.
    - Ask more questions throughout the lesson to correct any misunderstanding sooner.
    - I will utilize my skills tutor and target needs. I will build more positive relationships to increase performances.
    - Differentiated the lesson. I had some students that were stressed-out. So then I had them do a few more

problems without a grade just to see if they could improve and some did!
    - Assess students' progress during lessons. Conduct more questioning for individual student learning expectations instead of general overall questions
    - assess students' progress during lessons I like how the system with this time, but I might split into two large groups to see how they will work
    - Plan a lesson with adding activities and strategies to help the struggling students that were on the grid not getting it.
- What other strategies would you provide the students as a method of intervention for point in time remediation?
    - Students need material to be relevant and you make a correlation to material that will hit home with students.
    - Group assessments (peer teach), online video lessons (for visual learners)
    - pair peer tutoring
    - I would use pairs more often because in a large class I cannot get everyone and I noticed frustration from some of them and need an outlet for help
    - I would use a hands on method of teaching.
    - Assign homework for them to work on the part they do not understand.
    - Have students look up answers in their book and or work on examples of problems with other students.
    - Another strategy I would provide is students helping students and students' independent research on a given topic online.
    - Individual help in small group to stress vocabulary giving students problems while others work on a skill.
- What would you do differently with the formative assessment practices in the classroom in the future when conduct another assessment grid cycle?
    - I would like to make assessments more verbal and present material to individuals and small groups
    - I will utilize the assessment grid during instruction as a preventative to help students rather than as a retest
    - assessment grids should be used as a proactive measurement during instruction
    - I would be more clear with beginning with due dates for projects that require test grade. Also model how to work step-by-step to complete work.
    - I don't change my formative assessment process; I go from student to student consistently
    - Give more short assessments by more questioning
    - assess students' progress by giving daily quizzes
    - They tie together nicely the way they are.
    - Make my grid larger to include more in-depth intervention strategies

- How did the assessment grid process make a difference in the students? and school?
  - Students are motivated to reach goals in this new way. If they knew the goals and results and where to get started they have better outcomes on assessments.
  - It allowed students to reconstruct their knowledge on the topic and utilize different learning strategies to understand the material
  - Students' felt important that teachers took a one on one approach. The assessment grid aided in student achievement and school atmosphere.
  - My reteach and retest really helped the students to improve and I felt more responsibility.
  - It pinpoints problems for students and allows schools to find solutions.
  - It helps me to see what the students are having difficulty learning. It helps the school when all teachers are collaboratively using this option on a regular basis.
  - The assessment grid helped to pinpoint causes of low test scores so that teachers and students have to overcome them.
  - It is wonderful, I wouldn't change a thing.
  - By giving the targeted students additional help on specific vocabulary and core standards, most of the students showed improvement on their scores.
- What does the evaluation of assessment grid data suggest for future problem-solving in Professional Learning Community (PLC)s?
  - I think that professional learning communities will allow teachers to discuss what is working and modify what is not working.
  - That we should practice more prevention strategies during instruction then the retest strategy.
  - Small groups assigned to a group of students and collaborate regularly to field and modify approaches regularly
  - The evaluation of assessment grid data should help with future problem-solving in professional learning communities because it helps the teacher knew which students understood and failed to understand. It even narrows information down to which questions are asked.
  - We can compare data with other teachers to suggest problem-solving strategies.
  - We can compare data with other teachers to suggest problem-solving strategies
  - we can compare data with others teachers to support worked problem-solving
  - The evaluation of assessment grid data's suggest a way to find issues on the spot.
  - Teachers could use it as a tool to help plan lessons and reteaching strategies for specific students.
- What will the assessment grid process look like in 2015-16 as it related to student knowledge and skills, diversity, assessment, technology, communication, and reflective practice?

- Students have to learn the ideas of the lesson not just the facts.
- Small group collaboration to be effective across the curriculum.
- Small group collaboration to be effective across the curriculum
- It would help if it would have reflective practices space and allow teachers to include the positives and negatives of assessment.
- I believe it would help if it is used in the same principle as pretest/posttest
- If used regularly from beginning of school next year, it will improve student skills and should increase test scores.
- By starting the school year off with assessment grid practices, it it may help to raise test scores.
- The assessment grid process will look a lot like it does around the end of the year in 2015 16
- it may be a form for each individual student starting out maybe like a pretest showing where they started, then look at outcomes as posted see how students improved

- How do you see yourself leading the other teachers to understand the purpose for assessment grids as a part of student centered practices?
  - Collaboration on subjects will motivate teachers to teach across the curriculum.
  - I will give them examples strategies to use in their classroom as a way to help challenge their students' minds.
  - Communicate the positive learning occurring
  - it would help the students in more ways as necessary
  - I don't see myself leaving this understanding of the grid assessment
  - show them what the assessment grid purpose is
  - Show how the on the purpose of the assessment.
  - I see myself leading teachers when they need me to help them understand.
  - I see myself leading others by possibly sharing my grid with teachers who share that child may be give them suggestions and what they might try as they see student needs
- What have I learned about addressing student needs as a result of conducting this assessment grid pilot process?
  - Students will understand that each lesson is geared toward a certain skill.
  - They need a remediation class included within their schedule
  - Students need more specific and hands-on approach to specific allotted time and an extra class.
  - I have learned that going back and working with students reteaching, but I need the students to learn how to be more quick because I still have other skills and objectives to teach
  - It helps to pinpoint which students don't care or do not get it. We can work with these problems.

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- More attention needs to be paid to which students are understanding. The majority of the class work in time for remediation occurs before a major test is taken.
- I have learned more about my students individually and how to overcome problems
- The assessment takes a micro look at student knowledge that was not available before.
- You must do constant progress monitoring on a daily basis with students.

- The external provider completed the following services for the high school:
  - Collaboratively works with the ADE School Improvement Supervisor.
  - Preplanned with the technology coordinator and high school principal in creating an agenda for Professional Learning Community (PLC) meetings and how to assist teachers with becoming more proficient in using the My Skills Tutor program.
  - Assisted the building administrator and school nurse in preparation for a community appreciation banquet.
  - Gathered information regarding the community meeting held on March 9, 2015.
  - Provided assistance to the principal by reviewing the community flyer and PowerPoint for publishing.
  - Assisted by monitoring during the PARCC exam. Provided technical support to the building by filing in for the technology coordinator or building administrator when they were unable to be the second person in the room for testing.'
  - Assisted the instructional facilitator with her calendar to the ADE
  - Conferenced with the high school principal to get updates and direction (must gather information for the school improvement supervisor)
  - Conferenced and provided technical assistance to the literacy facilitator
  - Provided the AP Coordinator with technical training for ordering AP exams
  - Gathered and disaggregated Interim Measurable Objective (IMOs) 3rd quarter data needed by the ADE School Improvement Supervisor
  - Observed in My Skills Tutor labs to gather needs
  - Conferenced with the superintendent for updates
  - Met with Literacy teacher to determine why scores dropped in the third quarter and plan what to do next
  - Conferenced with math teacher to set up testing for The Learning Institute (TLI) modules dates that had passed
  - Attended the Community Meeting from 6:00 until 6:35
  - Conferenced with the high school principal to determine needs
  - Disaggregated data for Interim Measurable Objective (IMOs) reports
  - Planned for the Professional Learning Community (PLC) meeting
  - Updated the PIP in ACSIP with data for the Interim Measurable Objective (IMOs) s

- Provided technical assistance during the video conference with the ADE School Improvement Supervisor
- Provided technical training for the literacy facilitator in ordering scan sheets
- Provided technical assistance and participation in a video conference with the ADE School Improvement Supervisor.
- Provided technical support and participation in the Professional Learning Community (PLC) meeting.
- Attended the Business/Community Involvement dinner 5:30-

- **The 45 day Action Plan Recommendations 1-5, Objectives, Tasks, and documentation of progress completed during the third quarter of 2015 are listed below.**

The leadership team worked to implement and monitor the Academic Distress 45 Day Action Plan as determined by the documentation maintained in the evidence box located in the leadership team meeting room.

Recommendation 1: School leadership, with support from the external provider, should work directly with teachers in continued efforts to align the curriculum with Arkansas Frameworks and develop standards-based units of instruction.

Description of Full Implementation:
All teachers complete a standard template for weekly lesson planning. Teachers are provided assistance individually and during Professional Learning Communities to write quality lessons including higher order thinking questions. Teachers submit plans/units to the building administrator in paper or electronic formats. The K-12 curriculum will include activities and higher level questions aligned to objectives. The K-12 curriculum document/unit and lesson plans will serve as evidence that this objective is fully met.

Objective
IIIA02 (111) -All teachers will be provided PD in creating higher level questioning.
Tasks

- All teachers will be provided professional development in creating higher level questioning.
- Using units of instruction, teachers will complete a weekly lesson plan form showing where the class is within the unit.

IIIA02 (111) Documentation of progress-
Teachers were provided Writing Higher Order Thinking Question training on Wednesday, January 7, 2015 during the regularly scheduled Professional Learning Community (PLC) meeting. Evidence provided: 01/07/15 Agenda, Sign in Sheet, and samples of feedback forms from participating teachers. Professional Learning Community (PLC) feedback

forms were and posted in the evidence folder.)
Sample lesson plans and units are available for review in the evidence box as well as by request.
Objective-
IIC01 – (96) Units of instruction include specific learning activities aligned to objectives.
Tasks

- Teachers will place activities in their units of instruction. (Resources: "Effective Instructional Strategies" by International Center for Leadership in Education, "Strategies That Work by Stephanie Harvey and Anne Goudvis, "Differentiated Instructional Strategies for Reading in the Content Areas" by Carolyn Chapman and Rita King, strategy card provided by SREB, various other books in the faculty library)
- Teachers will find or use previous activities that have shown success to include in the K-12 curriculum.

IIC01 – (96) Documentation of progress
1. Sample lesson plans and units are available for review in the evidence box as well as by request. (Venn Diagram, brainstorming, data analysis and research strategies)
2. The Literacy and Math teachers decided that they had resources that met the needs of the students beyond The Learning Institute (TLI). They chose to use resources they have had success with in the past and through their experiences with Literacy Design Collaborative (LDC) and Understanding by Design (UbD). Some examples include poetry units, computer programs in Geometry classes, Algebra III, and Informational Unit.
All teachers are now given the opportunity to explore the external resources.

Recommendation 2: The principal should regularly conduct classroom observations and provide specific meaningful feedback to ensure that teachers consistently implement research-based instructional strategies to meet the individual learning needs of all students.

Description of Full Implementation:
-The principal provides feedback on a regular basis to increase rigor and relevance in teaching instruction through individual, small group and whole group settings. The principal sets and maintains instructional expectations for the classroom and Professional Learning Communities weekly and quarterly.
Objectives-
IE07 (58) The principal monitors curriculum and classroom instruction regularly.
Tasks

- The principal will keep documentation folders related to classroom walkthroughs and curriculum.
- The principal will collaborate with the instructional facilitator to assist teachers with increasing rigor and relevance.

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- The principal will meet with each teacher twice a month.
- The principal provides immediate feedback to teachers who have shown effective practices.
- The principal and instructional facilitator view expectations and processes for classroom instruction at the beginning of the 3rd quarter.
- The principal and instructional facilitator review Professional Learning Community (PLC) expectations and processes at the beginning of the 3rd quarter.

The principal will communicate effective practices and areas of improvement to the building and stakeholders by publishing a newsletter on the campus website and by e-mail to the staff.

IE07 (58) Documentation of progress

1. The principal maintains CWTs in Teachscape and paper copies in individual teacher folders. Evidence includes samples of CWT reports and overall CWT reports.
2. The principal collaborates with the external provider who assists with the instructional facilitator's role minimum of one day of two site visits. Evidence: external provider reports are written weekly. Sample reports are located in the folder.
3. The principal meets with the teachers twice per month to work on TESS and PGPs through Bloomboard during their conference periods. Evidence includes multiple bulletins with requests for teacher attendance during conference periods. Bloomboard entries indicate on going activities two times per month.
4. The principal provides immediate feedback to teachers who have shown effective practices through the posting of a monthly newsletter, Bloomboard, handwritten notes. Documentation for several Bloomboard entries have been placed in the document folder entries, and handwritten notes.
5. The principal reviewed the expectations and processes for classroom instruction at the beginning of the 3rd quarter with the instructional facilitator, external provider, leadership team, and ADE school improvement specialist. Evidence included: Leadership team agendas, minutes in Indistar, and Professional Learning Community (PLC) Feedback form samples.
6. The principal, external provider, leadership team decided Professional Learning Community (PLC) expectations and processes at the beginning of the 3rd quarter through the development of the 45 Day action plan and PIP.
7. The principal communicates effective practices and areas of improvement to the building and stakeholders by publishing a newsletter that is posted on the building website and submitted by e-mails to staff, central office, and ADE SIS.

Recommendation 3: School leadership should provide support for struggling students utilizing Virtual Arkansas by ensuring their ability to interact with instructors for additional support beyond initial instruction.

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Description of Full Implementation:
Teachers review classroom assessments, student products, and interim assessments to determine student support and enhancement. Professional Learning Community feedback forms will show evidence of assessment review and next steps to address struggling learner needs. Lesson plans and instructional practice will show evidence of student intervention and practice. Struggling student's grades have improved due to being placed in a traditional classroom environment.
Objective-
IID10 (108) Instructional teams use student-learning data to identify students in need of instructional support or enhancement.
Tasks

- Remove/relocate struggling students from the Virtual Arkansas Classroom to on-site classrooms.
- Place students in traditional classroom environments.
- Tutoring opportunities are provided by Virtual Arkansas teachers during the school day, between 3-4 PM or at home. (Spanish I and II, Journalism I and II)
- Virtual Arkansas students may reserve laptops for home use.
- Teachers will review students' classroom assessments, projects, and interim assessments to determine student support or enrichment.

IID10 (108) Documentation of progress

- Struggling students in the virtual Arkansas classroom were moved to on-site classes A letter of how the students were moved from

Evidence of the change in schedule included the external provider's report, principal's attestation of the change in schedules.
2. Schedule samples are included in the folder with all personal information removed.
3. The Virtual teachers told the students that they can log into Virtual Arkansas at home if they chose to work after school hours. The students were provided log in the first day of class and Bandwidth is now upgraded to meet the needs of all students and staff. Videos are made and available to students from previous classes. Students may access the videos at their convenience including tutoring time offered to students five days a week.
All students in Spanish II dropped the course. Evidence of the schedule changes and letter of schedule changes from the administrator.
4. The district /school attempted to allow students the opportunity to use technology tools, but due to the misuse of the equipment, the schools has decided to make school equipment available during school hours.
5. The leadership team teachers (Science, Literacy, and Mathematics) piloted the assessment grid process between

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February 10, 2015 – March 10, 2015.

Recommendation 4: School leadership should ensure that instruction within the remediation period is differentiated to meet the learning needs of all students.

Description of Full Implementation:
All students are enrolled in My Skills Tutor and functioning at the appropriate grade level.

Teachers use student learning data to plan instruction. Teachers will plan for use of formative assessment and higher order questioning based on needs of students. Teachers bring student learning data to the Professional Learning Communities willingly and seeks support from the Professional Learning Community, building administrator, and/or instructional facilitator.

Mastery folders, units of instruction, assessment grids show aligned skills. All teachers maintain mastery folders where identified students scoring less than 60% on classroom assessments have completed remediation.

A fully implemented Response to Intervention (RtI) progress is in place within classrooms to address the specific needs of all struggling students.
Objective-
IID09 (107 Instructional Teams will use student learning data to plan instruction
Tasks

- All students will be placed in the My Skills Tutor.
- Students mastering skills will be provided enrichment at their individual levels.
- Struggling students will be provided specific skills aligned to classroom assessments for mastery.
- Classroom teachers will be available to provide face to face tutoring for students in My Skills Tutor remediation during class time.
- The computer lab paraprofessional will provide data/My Skills reports to the classroom teachers for face to face tutoring opportunities.

IID09 (107) Documentation of progress
1. All students have been placed in the My Skills Tutor by 12/01/14 as determined by the list of students included in the evidence folder.
2. A printout of a My Skills Tutor report is included in the folder.

3. A printout of a My Skills Tutor report is included in the folder.
4.CWT documents show that teachers are involved in the My Skills Tutor process
5. Documentation includes a copy of a printout for teachers.

Objective
IIIA05 (114) All teachers will maintain a record of each student's mastery of specific learning objectives.
Tasks

- Teachers will use the quarterly The Learning Institute (TLI) student data reports to keep up with student progress.
- Teachers will use the summative The Learning Institute (TLI) data reports to keep up with student progress.
- Teachers will use Academic Improvement Plan (AIPs) to keep up with student progress.
- All teachers will identify students who are performing at below 60% on identified skills.
- All teachers will create mastery folders for identified students scoring less than 60% on classroom assessments.
- All teachers will create interventions for students scoring below 60% on classroom assessments. (Formative Assessment Grids)
- Each teacher will document success of students.
- Teachers on the leadership team will be provided training on the assessment grids.
- Leadership team/classroom teachers will pilot the assessment grid process from February 11, 2015 to February 17, 2015.
- Leadership/Classroom teachers will reflect on the assessment grid pilot process during the February 17, 2015.
- Leadership team reviews RTI resources.

IIIA05 (114) Documentation of progress

- Trifold boards were created for both Math and Literacy to identify students who were Proficient or Advanced or struggling. The Trifold boards are maintained in the high school office. An additional tri-fold board has been added for science. **(**The administration, instructional facilitator, external provider and teachers have pulled the Learning Institute (TLI) interim reports, charted the students' results on the Trifold boards and discussed outcomes in Professional Learning Community (PLC)s and the Core Leadership Team, external provider and Arkansas Department of Education (ADE) School Improvement Specialist analyzed the data for documenting evidence of completion and outcomes. The teachers have yet to highlight which students showed growth, remained unchanged or regressed on the Trifold boards; however, the administrator and external provider updated the Root

Cause data to show the results of progresses. The teachers will chart the data during the discussion of missed Interim Measurable Objective (IMOs) and data results during the 4th quarter.

2. Trifold boards were created for both Math and Literacy to identify students who were Proficient or Advanced or struggling. The Trifold boards are maintained in the high school office. An additional tri-fold board has been added for science. (The administration, instructional facilitator, external provider and teachers have pulled the Learning Institute (TLI) interim reports, charted the students' results on the Trifold boards and discussed outcomes in Professional Learning Community (PLC)s and the Core Leadership Team, external provider and Arkansas Department of Education (ADE) School Improvement Specialist analyzed the data for documenting evidence of completion and outcomes. The teachers have yet to highlight which students showed growth, remained unchanged or regressed on the Trifold boards; however, the administrator and external provider updated the Root Cause data to show the results of progresses. The teachers will chart the data during the discussion of missed Interim Measurable Objective (IMOs) and data results during the 4th quarter.

Teachers decide on scores to identify below basic, basic, proficient, and advanced on interim assessments.

3. Student work has been updated in the Academic Improvement Plan (AIPs) folders for each quarter. Teachers and students include evidences of progresses on skills included on the Academic Improvement Plan (AIPs) of need. Student samples are maintained in the folder of formative assessment practices and interventions provided to struggling learners as evident in student folders for each classroom.

4. See Assessment Grid / Response to Intervention data in the highlights of this report above. The 45 day action plan contains the same information as above.

5. Documentation is located in teacher Academic Improvement Plan (AIPs)/enrichment boxes in the classrooms. Also see teachers' assessment grid folder.

6. Documentation includes copies of teachers' assessment grid work.

7. Documentation includes copies of teachers' assessment grid work.

8. The Professional Learning Community (PLC) agenda and sign-in sheet are in the documentation folder.

9. The assessment grid forms are in the documentation folder.

10. Professional Learning Community (PLC) Feedback forms are documentation for reflection.

11. Documentation of this is the External Provider Report for March 2-6, 2015.

Recommendation 5: (High School level) District and school leadership should continue outreach efforts inside and outside the community to improve perceptions that impact school enrollment, culture, and enthusiasm for education.

Description of Full Implementation:

All teachers maintain parent contact folders with preferred contact preference. Teachers encourage parents to contact

them regularly following parent contacts. Two-way communication is established between teachers and parents.
Objective
IIIBO1 (150) All teachers will maintain a file of communication with parents.
Tasks

- Parents will be sent a preferred contact letter from the principal‘s office by mail.
- Teachers will keep a folder with all parent communication.
- The Parent Preferred Contact Letter will be added to the campus website as a parent resource.

IIIBO1 (150) Documentation of progress
1. Parents were sent a preferred contact letter including a survey from the principal‘s office by mail on 12/19/2014 as determined by evidence of letter in the evidence box.
2. Teachers are maintaining documentation of parent contacts on individual forms that are turned into the principal by 01/21/2015 and maintained weekly. This is determined by copies of contact logs in a folder located in the leadership team meeting room.
The parent logs are checked per quarter by the principal to determine Interim Measurable Objective (IMOs) progresses.
3. A Parent Preferred Contact Letter has been added to the campus website as a parent resource. Parents are instructed to return the information to the office as posted on the website
http://strong.k12.ar.us/uploads/Communication%20Letter%20to%20Parents%2012-19-14.pdf .

Recommendation 5: (District level) District and school leadership should continue outreach efforts inside and outside the community to improve perceptions that impact school enrollment, culture, and enthusiasm for education.

Description(s) of Full Implementation:
IA01 (1) More community members will become more involved with the school through improved 2-way communication by the school to various stakeholders. The school staff will attend community functions on a more consistent basis. Multiple media outlets will be used to communicate district events (i.e. District website, Facebook, e-mail, twitter).

IA02 (2) Members of Community organizations will participate in District Leadership Team meetings every two weeks. A distribution list will be developed to provide opportunities for 2-way communication for input and feedback from stakeholders.

IA03 (3) Notes:
-Students involved in meetings.
-Parents and community members will be involved and working together. Data based.

-Representatives from the community.
-Clarify meanings of specific issues.
-Building level communication and partnership.
-Outreach trickles down from students to parents.
-Parents and community supporting the school in a positive manner.
-Parent and faculty training partnership. (in-service)

Objective

IA01 (1) The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them.

Tasks

- Involve more community stakeholders in multiple ways such as flyers, website postings, outreach efforts, outside signs, etc…
- School staff will be invited and encouraged to attend community functions.
- Use multi media outlets to communicate district events.
- Administration will share communication with staff
- The district will invite concerned citizens of Huttig to participate in leadership team events.

IA01(1) Documentation of progress

- Documentation includes the positive information flyer delivered to all community members, an invitation to a community/
  business dinner, website postings, photographs of the school marquee, letters sent to parents, and e-mail
- Documentation includes the e-mail sent by Mr. Lusk inviting staff to attend the Community Update meeting and an invitation to the Community/
  Business dinner.
- Documentation includes a copy of the flyer mailed to all community members, the invitation sent for the community/ business dinner,
  e-mails, newspaper
  articles, web-page, and newsletters.
- E-mails and newsletters have been placed in the documentation folder.
- Documentation includes sign-in sheets from meetings.

Objective

IA02 (2) The district includes community organizations in district and school improvement planning and maintains regular

communication with them.
Tasks

- Members will participate in leadership team activities every 2 weeks.
- The district will develop a distribution list to provide an opportunity for 2-way communication for input and feedback from stakeholders from the community.
- District will develop and maintain a distribution list of prominent community members to provide a 2-way input/output pipeline.
- The Web page manager along with the elementary/high school principals will collaborate to create links for the community calendar that will be placed on the district's web page.

IA02(2) Documentation of progress

- Documentation includes sign-in sheets from the leadership team meetings
- Documentation includes a copy of the 2-way communication distribution list.
- Documentation includes a copy of the 2-way communication distribution list.
- Documentation includes a copy of the web page and community calendar

Objective
IA03 (3) The district includes parent organizations in district and school improvement planning and maintains regular communication with them.
Tasks

- Community calendar will be developed.
- Create two-way communication list with school and community leaders.

IA03(3) Documentation of progress

- Documentation includes a copy of the 2-way communication distribution list.
- Documentation includes a copy of the 2-way communication distribution list.

Elementary-

- 4th grade students are participating in Earth Day to be held April 20th in El Dorado, AR.
- Elementary will host a Book Fair that is open to the parents/public April 20-24
- Testing of 1st, 2nd, and 5th grade students Successfully Completed - ITBS and Science Benchmark
- Elementary teachers revisiting their PGP for Professional Development Opportunities to support teacher growth/ student achievement.
- Kindergarten-first grade completed end of year DIBELS

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- The district was removed from the district Academic Distress list by the state board in February of 2015.
- The district held receptions for the classified and certified staff to celebrate efforts and the accomplishment.
- The ACSIP and Gifted and Talented plans were approved.
- A School Excellent Inventory survey showed very promising results. Teachers were surveyed and their comments showed that students feel valued, a high level of staff and student morale exists, teachers have high expectations for students, and students participate within higher levels of curriculum. Mr. Lusk stated that he will use these results during the next school board meeting.
- District administrative meetings began during 3rd quarter among administrators on March 4, 2015.

- The superintendent is leads districtwide parent advisory meetings as determined during a March 17, 2015 meeting. During the meeting parents were shown videos on parent involvement. Notes were taken and recorded in Indistar by the district leadership team process manager.

- The superintendent is working during the 3rd quarter on the development of a recruiting PowerPoint along with the high school principal and Strong Huttig Educational Association Chair. This PowerPoint will be displayed on a monitor during recruitment fairs and during meetings as needed. There is a desire to display the PowerPoint on the district website in the future.

- Administrators are meeting to discuss continued community involvement at the building levels.

- The superintendent sends out e-mails to the staff as follows-

Good News Everybody,
The waiver bill for schools that are under 350 students have passed both the House and Senate. All left to do now is for the Governor to sign it into law. Remember, that a school district applying for a waiver must not be on Fiscal, Facilities or Academic Distress. Right now, our district will qualify for the waiver. Let's keep working with our children and keep the district moving forward. Thank you so much for all that you are doing to help our schools.

Saul Lusk
Superintendent

The Arkansas Public Policy Panel team took the ACSIP to the community for review and clarification, brought a

community newsletter for distribution to parents and faculty, held a community meeting to discuss community involvement, and will hold additional regularly scheduled meetings for continued community input. This was a direct result of district/community conversations as an identified need and next steps.

The Arkansas Public Policy Panel (APPP) reported the following information during 3rd quarter-
1. Lobby Day at the Capital was very successful with around 200 people in attendance.
2. There will be a meeting here on Monday for a Strong-Huttig forum. The flyer (Forward Arkansas Community Conversation) that will be placed in the community was presented to the team. The APPP are hoping parents will be in attendance to hear about things that are going on in the schools and district. They want to change the perspective of parents to let them know that all groups are concerned about their child/children getting a better education at an earlier age. The group wanted forums held in the communities. During this forum, the parents will be broken into groups and asked their perspective of what they think should be done to improve the schools. Strong-Huttig is one of the four communities to get these forums.
3. Education Lobby Day will be held March 10, 2015. There will be a training that morning discussing what community members will hear and see while at the Capital. It was stated that all children deserve a quality education. When parents and citizens attend meetings at the capital they become informed about current issues and know what the legislators are voting on at the time. The superintendent stated that if people don't contact their legislators, issues will go through that don't necessarily benefit the schools. He has asked legislators why they voted certain ways and was told that they did not hear from their constituents. E-mail is the best way to contact them. The ADE SIS stated that what is working to change in academic distress schools and/or districts is that all stakeholders are working together (students, districts, schools, faculty, board members, cooperatives, ADE, universities....) and moving in one direction. APPP stated that if parents attend sessions at the Capitol they will be able to see that their school district is not the only one with problems. When you can come together, you are a bigger force.

- March 9, 2015 ForwARd Arkansas Community Discussion Group interviewed the newly formed *Strong Huttig Education Committee,* (the group consist of members from Huttig and Strong:-Concern Citizen of Huttig and Strong Community Leadership Alliance) held a survey / questions and discussion meeting, at the Gardner Strong Elementary Cafeteria, March 9, 2015, to talk about having their ideas and suggestions to be considered by the ForwARd Arkansas organization. The group served dinner and the facilitator was Mr. Matthew Caston. He asked four questions in a discussion group setting according to the audience table seating.

The four questions asked were:
1. What is your definition of a good school?

2. What measures tell you that a school is good for kids?
3. What distinguish the best school form other school?
4. What are actions needed to make sure all kids have access to good school?

The discussion group responses to each of the four questions asked:

1. What is your definition of a good school?

A good school could be when the students are achieving above basic with a good learning environment and support system from the administration, teacher, parents and community. Instill in the students high expectation for themselves and school district and community.
Put children first
Safe environment
Teachers that really care about students
Good communications from the school system, by letting the parents know about the students and quality education.
Good superintendent
Parents start at home teaching children, do not take sides treat all students the same.
Communication—Make parent feel welcome check on students give students something to do training at home.
Good lunch food cooked the right way.
Good teacher that care about their education
People that care that push students instead of yelling at them.
Good support system /teacher that care help students with academic and personal affairs
Teachers and parents have a better relationship—parent should not come out to school to jump on the teachers. Always know there is more than one side to the story.
Greater communication-school support academic and emotions-greater support for after school affairs.
Stop talking negative about your own school especially in front of your children….they come to school and repeat what you said. If you don't care about the school; why should the child care?

2. What measures tell you that a school is good for kids?

Tests scores go up
Parental support
Students excel after graduation
Be productive at school
More dress code

Students act like family- how you treat people
Allow kids to be kids be more creative with kids that want to create pride in school
Engages instruction that encourages ownership
People should invest in school

3. What distinguish the best schools from other schools?
Have a lot of resources
Low teachers turn over
Better paid teachers and staff (we have low teacher salary)
Better school
Money support from community
Big business that support school system (Strong & Huttig do not have big businesses)
Do not have many fine arts classes to offer
Facilities make a different
More parental involvement needed and support from parents with their children
Administrative support and School Board support

4. What actions are needed to make sure all kids have access to good schools?
Need to support the school
Show more love as a teacher
Support the school
Talk to elected officials
Make your vote be known
Make children feel welcome and valued have an inviting place for children
We as parent, and teachers need to support our school system more and making your (our) votes be heard by our elected officials

The external provider completed the following services at the district:

- Collaboratively works with the ADE School Improvement Supervisor.
- Provided technical assistance during a meeting with the superintendent, federal program coordinator, and bookkeepers for the district (modifications to ACSIP)
- Provided technical assistance by gathering documents needed for standards

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- Directly modified the ACSIP plan as needed
- Took meeting minutes for district leadership team meetings
- Directly assisted teachers when the instructional facilitator was absent at the elementary and high school campuses
- Assisted with the development of the CEIS and Gifted and Talented plans.

Concerns/Barriers as reported from:

- District Personnel/District Leadership Team:

- The superintendent reports capacity and recruitment of quality teachers is a huge barrier.
- Also the superintendent said, "Implementing unfunded mandates such as increasing the minimum salary for teachers without adequate funding will cost the district $50,000 plus benefits and the $63.00 that the legislature appropriated for 2015-2016 funding will only give us an increase of $21,000. We are still going to have to spend approximately $30,000 to meet this mandate. I have implemented a reduction in force for licensed and non-licensed personnel. This is very difficult for us to overcome when we are still losing students. This financial shortfall will have an impact on being able to offer incentives to hire and maintain highly qualified and high performing teachers in the district."

- Building Principal:

- Recruitment of quality teachers who will be encouraged to remain vested in the students' success will be a concern in 4th quarter and summer due to some teachers leaving the district in core classes.
- Two of the high school teachers for mathematics will not return for the 2015 16 school year.
- The administrators and staff are concerned about recruitment of highly qualified mathematics teachers.
- The superintendent and the building administrator are working toward the development of a PowerPoint to be displayed on a monitor during job fairs for recruitment purposes.

- Building Leadership Team:

- Assessment Grid/Response to Intervention (RtI) first attempt of implementation concerns from Instructional Teams

as documented from the 4/8/2015 Professional Learning Community (PLC) feedback forms.

- One teacher wanted to include the assessment grid in their lesson plan template rather than in a separate document to avoid the appearance of more paperwork. (They thought the assessment grid was a great process.)
- A teacher felt that Response to Intervention (RtI) assessment grids were time consuming and overkill.
- Recording the students who did not master the standard and reteaching students takes time.

- Arkansas Department of Education (ADE) School Improvement Specialist:

- Recruitment and retention of new and existing staff.
- There were three of eleven Interim Measureable Objectives (IMOs) not met for the third quarter. (One of the three Student Progress and Achievement Interim Measurable Objective (IMOs) s was moved to the met column during the 3rd quarter.) The main reason behind not meeting most Interim Measurable Objective (IMOs) was documentation of specific times and follow through of the expectations. The leadership team will rewrite the CWT and discipline two focus walks per week into a new Interim Measurable Objective (IMOs) for a set number per quarter.
- Because of the number of personnel new to their positions within the school district, the external provider (formally known as the 2013-14 federal programs coordinator, professional development coordinator, gifted and talented administrator/teacher, K-12 literacy instructional facilitator, district and high school process manager, etc.) is providing on-site professional development to the various personnel during the fall and spring semesters. The amount of time spent on professional development and paper work, gathering of data, and data analysis takes away from the amount of time working on instructional practices with the facilitator and teachers.
- The Arkansas Department of Education school improvement specialist's schedule has prevented on-site visits from March 10, 2015 to April 14, 2015. The administrators, process manager, instructional facilitator, and external provider have been in touch with the school improvement specialist over the given time span from March to April by email, phone, and Zoom (video conferencing).
- Assessment Grid/Response to Intervention (RtI) first attempt of implementation concerns- Some teachers are focused on the document and not on the purpose or intent of the process. Two of three teachers on the leadership team implemented the pilot process to gather data. (Two of the three leadership team pilot teachers were provided a second brief overview of the assessment grid process on 4/14/2015 and had open dialog with the ADE school improvement specialist and external provider regarding the process while completing a reflection survey following the second attempt by the pilot teachers to use the assessment grid process. The third teacher was provided the same opportunity with the instructional facilitator on 4/15/2015.) There is concern following the idea that the

assessment grid is taking away from the development of lesson plans or teaching when it is a measurement or checklist of students who are not mastering the standard in the formative practice of instruction and assessment prior to chapter or unit exams. The process is completed during teaching/instruction. Purposefully planned within the lesson and unit among the higher order questions and activities for learning. Survey results are listed among highlights above. A Professional Learning Community is scheduled to occur on 4/15/2015 to redirect the thinking and focus toward high quality instructional practices that students' react to positively by use of formative assessments to direct point in time remediation practices. The impact of the Assessment Grid/Response to Intervention (RtI) on student learning, achievement and success in real time will remain as the focus of the process.

- Other:
- Concerns identified by the external provider include:
  - Tenth grade students began taking the PARCC exam. There was an issue with technology during the test where students would get kicked out of the test and the testing coordinator would have to go in and release the test back to them.
  - Getting students to attend after-school tutoring is a challenge.
  - Students are mathematically disadvantaged at least two years.
  - One of the external providers is having difficulties getting into the classrooms for direct assistance. She does conference with teachers but has difficulties getting in to work directly with them. Because many of the key staff that dealt with Indistar, ADE requirements, and federal programs are no longer with the district and because of a decrease in staff, new people have had to fill these positions. The external provider is providing embedded on-sight professional development and assisting with the transitions of these new duties. This has taken away from the external provider's opportunity to actually helping teachers in the classroom. This training and assistance is not only for the high school but also for the elementary and the district.
  - When My Skills Tutor was purchased, only 8 of the 21 programs were purchased. The programs purchased are not at a level sufficient to provide challenging work for many of the students. The program has been approved and the purchase order was sent. The technology coordinator was told that the additional programs would be added in 48 hours. The program still was not added to the high school's options.

Additions/Revisions to current year's PIP/TIP:

Third Quarter ESEA/ IMO Report

- The district and school focused on the implementation of the Academic Distress 45 Day Action Plan. Following the completion of the amendments and adjustments in the Arkansas Comprehensive School Improvement Plan (ACSIP) system, the process manager will work with the leadership team will reflect on the successful practices that were implemented during the 3rd quarter to update the Indistar PIP in the 4th quarter.
- The building administrator and process manager were recommended by the Arkansas Department of Education (ADE) School Improvement Specialist (SIS) to contact the School Improvement Unit Indistar manager to remove all previous two year Indicators from the PIP to start the next school year. The external provider is working with the process manager on updating the Federal Programs Coordinator, Student Special Needs Funds, and 1003a grant funds in the ACSIP system as well as the updates to the action narratives aligned to the amendments and adjustments.

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: __5__ Not Met: __0__
2. Student progress and achievement: Met: __1__ Not Met: __2__
3. Student safety and discipline: Met: __2__ Not Met: __0__
4. Parent and community engagement: Met: __0__ Not Met: __1__

Total IMO's this Quarter: __11__ Met: __8__ Not Met: __3__

Interim Measurable Objective (IMOs)	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By Quarter 3 2015, 75% of the Leadership Team members will conduct CWTs as determined by CWT reports. Each leadership team member will complete no less than 2 CWTs weekly.	X		1.	04/03/15	The Interim Measurable Objectives (IMOs) was met overall as determined by review of the individual leadership team members Classroom Walk Through (CWT) forms. Focus walks are occurring as noted by the provided evidence. i.e., A team member may have collected 5 walk throughs in one week and 1 the next week without realizing the Interim Measurable Objective stated 2 each week. From the random sampling of the Leadership team members Classroom Walkthroughs, each team member completed 18 total walks each during 3rd quarter. From sample pulls of leadership team members focus walks, all 3rd quarter weeks did not have 2 Classroom Walkthroughs included on file but were able to use the data as intended. The Leadership team will rewrite the second portion of the Interim Measurable

					Objective (IMOs) as a separate IMO indicating a set number of focus walks for the 4th quarter versus 2 per week. The Interim Measurable Objectives (IMOs) for 3rd quarter will be reviewed by the leadership team and a plan of action will be in place to address 4th quarter Interim Measurable Objectives (IMOs) results.
By Quarter 3 2015 80% of the recorded Classroom Walk Through (CWTs) will show a variety of strategies (beyond homework/practice and ques/questions) and practices (beyond lecture and teacher lead questioning) to engage the students in classrooms.	X		1.	04/03/15	The Interim Measurable Objectives (IMOs) was exceeded at 96% as evident by the Classroom Walk Through (CWT) Teachscape analysis of results.
By the end of quarter 3, 2015, 75% of all Professional Learning Community (PLC) will use a variety of Professional Learning Community (PLC) processes such as book studies, data analysis, peer to peer reflection, The Learning Institute (TLI) report and student conference process, Academic Improvement Plan (AIPs) intervention, etc…as determined by work products such as peer observation forms, Professional Learning Community (PLC) Feedback forms, agendas, minutes, intervention plans, Academic Improvement Plan (AIPs) updates,	X		1.	04/03/15	The Interim Measurable Objectives (IMOs) was exceeded at 100%. The entire faculty are provided professional development before the Professional Learning Community (PLC) meetings which means that all faculty participate in the Professional Learning Community (PLC) process. During the 3rd quarter, Professional Learning Community (PLC) meetings were based on needs from Professional Learning Community (PLC) Feedback forms, the Academic Distress 45 Day Action Plan, and student data (classroom and Interim The Learning Institute (TLI) assessments, attendance

book study reflection forms, etc…					records, behavior reports, Pacing guides, etc.). Topics covered this quarter have been Response to Intervention (RTI) (Assessment Grids, Identifying student needs beyond academics, etc.), Disaggregation of student data from TLI, Academic Improvement Plan (AIPs) updates, The Learning Institute (TLI) training for data, etc.
By Quarter 3 2015, 75% of the Mathematics Academic Improvement Plan (AIPs) and Individualized Academic Improvement Plan (IAIPs)s (remediation folders) will contain current data as determined by copies of Academic Improvement Plan (AIPs)/Individualized Academic Improvement Plan (IAIPs)s located in the Mathematics classrooms.	X		1.	04/03/15	The Interim Measurable Objectives (IMOs) was met at 75% as documented by Mathematics Academic Improvement Plan (AIPs) and Individualized Academic Improvement Plan (IAIP) folders. Folders are located in classrooms or the high school office pending the time of the week with current data and teacher/student goals and feedback.
By Quarter 3 2015, 75% of the Literacy Academic Improvement Plan (AIPs) (remediation folders) will contain current data as determined by copies of Academic Improvement Plan (AIPs) located in teacher's classrooms.	X		1.	04/03/15	The Interim Measurable Objectives (IMOs) was met at 100% as documented by Literacy Academic Improvement Plan (AIP) folders. Folders are located in classrooms the week of 04/14/2015 with current data and teacher/student goals and feedback. Each parent teacher conference the teachers attempt to acquire parent

					signatures from participating parents. The school contacted parents by sending a letter by mail to parents to acquire parent signature of the Academic Improvement Plan (AIPs) in December of 2014. This Interim Measurable Objectives (IMOs) will be rewritten or deleted during 4th quarter to clarify the purpose of the Interim Measurable Objective (IMOs) and need for the Interim Measurable Objective (IMOs).
By Quarter 3, 2015 60.78% of 7th & 8th Mathematics, EOC Algebra, and EOC Geometry students will score proficient or advanced on The Learning Institute (TLI) interim assessment.		X	2.	04/03/15	The Interim Measurable Objectives (IMOs) was not met 32.2 The IMO target was set at 60.78%. 7th grade 32.2% 8th grade The Interim Measurable Objective (IMOs) was not met at 41.5%.on 02/04/2015. EOC Algebra I 31.4% EOC Geometry 36.7% on 03/20/2015. The Learning Institute (TLI) reports were randomly checked for the percentages listed above. Technical assistance – A plan of action was discussed between the building administrator, external provider, the Instructional Facilitator, and ADE School Improvement Specialist to

					provide intense assistance to the Mathematics team to move forward with the students, curriculum, and instructional practices. The external provider math specialist will provide help directly to the math teachers during on-site visits per week during the 4th quarter by attending and facilitating Professional Learning Community (PLC)s to review data, chart interventions for students, and to plan for the remainder of the year. Pre and Post Unit and module tests will reflect the identified skills that need mastery to succeed in the future. Pre and Post tests will indicate performance and student mastery of taught Standards or skills. The assessments will be developed prior to instructional practices. The leadership team will monitor the weekly progresses of the Mathematics team's efforts by the overall changes in student outcomes. The specialist will also work with the Mathematics teachers to develop a curriculum for next year.
By Quarter 3 2015, 62.5% of 7th through 11th grade students will score proficient or advanced on the Literacy The Learning Institute (TLI) Reading	X		2.	04/03/15	The Reading Interim Measurable Objectives (IMOs) was exceeded at 65.60%. (Even through the Interim Measurable Objective (IMOs) was met the

interim assessment.					overall two of the five grade levels or EOC classes did not meet their class or grade quarterly goal. Three of the five grades or EOC classes met the 3rd quarter IMO.) 8th and 11th grade students did meet their individual goals. Module 3 Interim assessments 7th grade exceeded the Interim Measurable Objective (IMOs) at 73.2% 8th grade dropped in performance at 49.3%. 9th grade dropped in performance at 45.5% 10th grade exceeded the Interim Measurable Objective (IMOs) at 75.9% 11th grade exceeded the Interim Measurable Objective (IMOs) at 84.1%
By Quarter 3 2015, 62.5% of 7th through 11th grade students will score proficient or advanced on the Literacy The Learning Institute (TLI) Writing interim assessment.		X	2.	04/03/15	The Writing Interim Measurable Objectives (IMOs) was not met at 60.32% (Even through the Interim Measurable Objective (IMOs) was not met the overall total increased by 5.22 percentage points from the 2nd quarter.) 7th, 10th, and 11th grade students did exceed the goal. Module 3 Interim assessments 7th grade exceeded the Interim Measurable Objective (IMOs) at 68.1% 8th grade dropped in performance at 43.7%.

					9th grade did not meet the targeted goal but slightly increased in performance at 46.4% 10th grade exceeded the Interim Measurable Objective (IMOs) at 70.4% but dropped from the 2nd quarter results. 11th grade exceeded the Interim Measurable Objective (IMOs) at 73.0% but significantly dropped from the 2nd quarter results.
By the end of 3nd Quarter (2015), the number of student discipline occurrences will be equal to or less than 28 reported instances as determined by eSchool.	X		3.	04/03/15	The Interim Measurable Objectives (IMOs) was met with a record of 19 instances which was 9 less than expected for the quarter. The Arkansas Public School Computer Network (APSCN) Building Discipline list documents that there were 19 discipline issues. Following the use of the beginning phases of Root Cause by the leadership team, students identified as struggling learners with behavioral needs had less recorded incidences for behavior at 48 of 176 behavior and academic identified issues which resulted in 27% were charted positive behavioral outcomes of students for third quarter as evident from charted teacher perceptions. The core team contributed the Root Cause Analysis beginning process to look further into student behaviors and how they affect

Third Quarter ESEA/ IMO Report

					learning helped to meet this Interim Measurable Objective (IMOs).
By the 3rd quarter 2015 100% of the Students Safety and Discipline team, will conduct at least <u>two</u> focus walks per week to determine procedures and rules are followed in the classroom as determined by focus walk results.	X		3.	04/03/15	The Interim Measurable Objectives (IMOs) was exceeded at 100% At least 2 walks were completed per week or more as documented by focus walk data. 100% of the team did complete the total number of walks, but did not complete two focus walks a week. The Leadership team will rewrite the 4th quarter Interim Measurable Objective (IMOs) indicating a set number of focus walks for the 4th quarter versus 2 per week.
By Quarter 3 2015, 88% increase of positive two-way communication by each teacher will be met as determined by Two-Way Communication Logs.		X	4.	04/03/15	This Interim Measurable Objectives (IMOs) was not met as determined from documentation from teacher phone logs, parent teacher conference sign-in sheets, and community meeting sign-in sheets (agendas are available for evidence – community members were given the opportunity to ask questions) do not show two 88% increase of positive two-way communication. The Interim Measurable Objectives (IMOs) for 3rd quarter will be reviewed by the leadership team and a plan of action will be in place to address 4th quarter Interim Measurable Objectives (IMOs)

					results. The phone logs will be analyzed to determine if they are directly tied back to Root Cause and Assessment Grid/Response to Intervention findings. The principal reports that possibly 50% of the calls by teachers aligned to the Root Cause perceived needs of students. During the 4th quarter the leadership team will be reviewing the data during 4th quarter to determine effectiveness of parent contacts.

Third Quarter ESEA/ IMO Report

Date Completed: March 10, 2015

School: Arkansas High School

District: Texarkana

Status: Priority

Principal: Eva Nadeau

ADE School Improvement Specialist: Teena Bell

External Provider: Arkansas Leadership Academy

- Class Meetings were held.
- Quiz Bowl won First Place at the quiz meet.
- Students collected 266 pairs of jeans for the Jean Drive to fund Artist on Campus.
- An employee from a local business participates with job shadowing program for Arkansas High School students.
- AHS students participate in Four States Band AHS Band, Choir and Strings attend All-State.
- Arkansas High School was approved for the “Blue and You” partnership grant with TA Police Department.
- $16,000 awarded to ROTC at Drill Competition called the Distinguished Gentleman Meet.
- Parent Meetings were held for each grade level.
- Arkansas High School students participated in Athletic Signing Day.
- Redline Tryouts were held.
- Arkansas High students participated in several college visit days at Texas AM, TAMUT, and UAMS LR.
- Arkansas High students participated in the Arkansas Leadership Summit Black History Program and Black History Parade.
- AHS hosted Destination Imagination Regional Tournament.
- Arkansas High School students participated in the Youth to Leaders program mentoring students at CHMS.
- Academy Service Night was held.
- Congressional Meeting was hosted for students interested in serving in the military EAST Conference.
- 504 Training was held at Arkansas High School.
- Arkansas High School hosted a Blood Drive.

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Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

No concerns were reported.

b) Building Principal:

No concerns were reported.

c) Building Leadership Team:

No concerns were reported.

d) ADE School Improvement Specialist:

Due to the submission date for this report, there are 4 additional IMO's addressed during the 3rd quarter that will not be reported on until the 4th quarter report. With testing and Spring Break, there was not sufficient time to gather data, review data, and determine if these additional IMO's were met or not met but these IMO's will be reported on in the 4th quarter.

e) Other:

Literacy Instructional Facilitator is concerned about the lack of available time for developing and finalizing IMOs for next year 2015-16.

Additions/Revisions to current year's PIP/TIP:

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: _0__ Not Met: _0__
2. Student progress and achievement: Met: _0__ Not Met: _1__
3. Student safety and discipline: Met: _1__ Not Met: _0__
4. Parent and community engagement: Met: _1__ Not Met: _0__

Total IMO's this Quarter: __2__ Met: _1__ Not Met: _1__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By February 20, 2015, there will be a 25% increase above the baseline for the number of Proficient and Advanced Open Response Answers for Algebra 1, Geometry, and Algebra 2 as evidenced by common assessments.		X	2	02/20/15	Not met, needed 57.0% to meet the 25% increase. The combined total for proficient and advanced was 51.7 percent.
By February 15, 2015, there will be an increase to 1300 parent contacts made by staff as evidenced by "parent-contact logs."	X		4	02/20/15	Met with evidence with 1941 parent contacts recorded through teacher maintained parent contact logs and parents attending parent teacher conferences.

Third Quarter ESEA/ IMO Report

Date Completed: March 31, 2015

School: Wonder Junior High

District: West Memphis School District

Status: Priority & SIG

Principal: Dr. Quarrels

ADE School Improvement Specialist: Renata Bryant

External Provider: Elbow 2 Elbow

Internal School Improvement Specialist: none

Highlights:

- Parent conferences were designed to explain student's reading level as well as the math level and the track that the child has chosen for high school.
- March 20, 2015 teachers in all content areas had professional development on Cornell notes.
- February 27, 2015 students experienced a live play, Lion King, in the Orpheum in Memphis, Tn. About 80 students went on the *Lion King* Trip. A feeding program fed students before leaving campus.
- The week of February 23, 2015, the Tenth grade high school counselor was on-site to have Freshman Night and to help register students for upcoming school year.
- Renaissance STAR diagnostic data findings are aligned with the findings for TLI (The Learning Institute) data reports.
- The Administrative and School Leadership teams are having deep discussions on what professional development should be provided during the summer based on the school's needs.
- The college tour field experience trip to Atlanta, Georgia requirements have been created along with the list of potential candidates. List will continuously be updated if students become ineligible.
- The Renaissance Representative shared Renaissance STAR growth data with team. Wonder Junior has farther

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growth than any other school within the district.

- Vice President of MCSS (Mid-South Community College) spoke to parents at Freshman Seminar parent meeting.
- One hundred thirty-five students will go on tour of MSCC (Mid-South Community College) campus to view possible programs.
- Life Strategies is now doing the In School Suspension for Wonder Junior High School.
- Seventh grade girls won the district basketball championship. Ninth grade teams advanced to the regional tournament.
- The library is now open on Saturdays and after school during the week.
- On March 10 and 11, 2015, students will attend the training, "Get Money" to spark interest in entrepreneurship.
- The Career Fair hosted by Seventh graders was a success. This fair was designed based on Project Based Learning by The Buck Institute. It helped students gain knowledge of which track to take for high school.
- Student attendance is 95% for month of February.
- The principal is registered to attend (ALA) Arkansas Leadership Academy.
- The Ninth grade AVID (Advanced Via Individual Determination) students will attend the Grizzly basketball game. Eligibility is based on academic performance and behavior.
- Educational Day for the Redbirds will be May 11. Students will be invited to attend based on academic performance as well as behavioral performance. The Redbird's team will provide 90 minutes of curriculum in baseball prior to the start of the game.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- The district is concerned about student attendance is an issue for the district. The weather and not having a transportation system for picking up students and dropping them off at home are issues that impact the attendance rates for most campuses. The district heavily relies on MATA (Memphis Area Transit Authority) to transport students to and from school.
- The district leadership team is concerned about technology and infrastructure. These issues are slowly being eliminated as barriers for the district.
- The district assistant supt. is concerned about the lack of monitoring of students who go the GED (General Education Development) route. The need to establish a protocol to ensure that students are attending on a regular

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basis is crucial to the attendance / graduation rates.

- The district is concerned about immunization issues, which are hindering some students from attending school. The district plans to have a nurse on site for registration and orientation days for students and parents to be conferenced about options and shot requirements.
- The district leadership teams is concerned that there is no automated call- out system to communicate with parents. Parents haven't been notified in about 6 years. The Assistant Supt. plans to invite the technology director to the upcoming meeting to address this issue and to work with the Technology director on resolving this issue so parents can be notified.

b) Building Principal:

- The principal is concerned that the assistant principal is not being viewed as an instructional leader. The assistant principal is being provided continued support to build capacity as an instructional leader. The assistant principal is required to turn in a weekly schedule to discern how much time is spend on discipline and referrals and how much time is being used for instructional purposes.
- The principal is concerned with one of the career coaches who teach the AVID (Advanced Via Individual Determination) program to Ninth grade students. When observed in the classroom it appeared that students do not want to set academic goals and students do not want to utilize Cornell notes.

c) Building Leadership Team:

- A member on the administrative leadership team is concerned about the freshman and AVID (Advanced Via Individual Determination) classes, which allow students to research and choose a program of study that will be offered through the Academies of West Memphis and Mid-South Community College for the upcoming school year. The major issue with these programs is that students do not fully understand the importance of the process or the long-term benefits of choosing a program of study.
- A member of the administrative leadership teams are the enrichment classes. These classes are limited in the

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needed math focus due to several teachers being certified in areas other than math.

d) School Improvement Specialist:

- I am concerned about teachers not fully implementing Cornell Notes during instructional time.
- I am concerned about faculty and staff who are not invested in enhancing the rigor of instruction in science and literacy. The data from TLI (The Learning Institute) modules in science indicate there are issues with instruction, curriculum, and assessments. The data from literacy indicates that they have met their IMO (Interim Measurable Objective), but there are some issues when students are asked to write essays without teacher guidance. Students struggle to write and work independently.
- I am concerned about teachers not encouraging and motivating students to want to read more to increase their reading levels and comprehension through the program Renaissance Learning. Based on the Renaissance data reports, teachers allow students to read books that are not on their ZPD (Zone of Proximal Development) level.
- I am concerned about students having to walk to MATA (Memphis Area Transit Authority) bus stops to find a means of getting home. The time students are standing waiting on a bus ranges from 20 minutes to 40 minutes. Standing in weather is an issue as well as overcrowding on the MATA (Memphis Area Transit Authority) buses causing some students to walk or wait longer for another bus.
- I am concerned about issues during the PARCC (Partnership for Assessment of Readiness for College and Careers) Assessment. The servers were not able to allow multiple campuses to assess at the same time. The testing schedule had to be altered.

e) Other:

Additions/Revisions to current year's PIP/TIP:

Revision of the IMO (Interim Measureable Objective) for Student Safety and Discipline includes a new tool known as TisBis to measure discipline referrals and to also address issues with locations of discipline problems, teachers, and the time of day to help adjust and support teachers as needed.

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: _2__ Not Met: _0__
2. Student progress and achievement: Met: _2__ Not Met: _0__
3. Student safety and discipline: Met: _1__ Not Met: _0__
4. Parent and community engagement: Met: _1__ Not Met: _0__
Total IMO's this Quarter: ___7__ Met: _1__ Not Met: _0__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
1. Change in Teacher/Leader Practice—CWT- By March 13, 2015, CWT (Classroom Walk Through) data will reflect an average of 30 classroom walkthroughs per week (270 during 3rd quarter) conducted by the principal, assistant principal, literacy specialist, math specialist, and science specialist using the Wonder Jr. High Google Doc (*adapted from Teachscape and TESS-Teacher Excellence and Support System*). Progress will be monitored by E2E (Elbow 2Elbow) school improvement specialist.	X		1	3-19-15	74 CWTs (Classroom Walk Through)
2. Change in Teacher/Leader Practice--Teach Like a Champion— By March 13, 2015, teachers will implement 6 techniques from Teach Like a Champion in both lesson plans and instruction. Wonder Jr. High classroom walkthrough observation data will provide evidence of implementation in both lesson plans and instructional practices. Progress will be monitored by the	X		1	3-19-15	E2E Specialist has this data readily available in the evidence box in the school's data room. The data indicates that teachers are integrating at least 6 techniques from the book study into their instructional practices.

Third Quarter ESEA/ IMO Report

principal and the E2E (Elbow 2 Elbow) school improvement specialist.					
3. Change in Student Achievement-Literacy- By March 13, 2015, 66% of all 7th, 8th and 9th literacy students will meet the benchmark for proficiency on the most current TLI forecast report. Progress will be monitored by the literacy curriculum specialist and literacy interventionist.	X		2	3-19-15	69% - average of all grade levels 7th grade – 61%, 18% SWD 8th grade – 83%, 40% SWD 9th grade – 63%, 20% SWD
4. Change in Student Achievement-Math- By March 13, 2015, 63% of all Seventh, Eighth and Ninth grade math students will meet the benchmark for proficiency on the most current TLI (The Learning Institute) forecast report. Progress will be monitored by the math curriculum specialist and math interventionist.	X		2	3-19-15	72%- average of all grade levels 7th grade – 52% 8th grade – 58% Algebra 1 – 78% Geometry – 100%
5. Change in Safety and Discipline-Teacher Referrals- By March 13, 2015, there will be a 9% (<158) decrease from 2013-14 3rd quarter teacher referrals (173) as reflected in 3rd quarter TisBis discipline data. Progress will be monitored by the assistant principal and	X		3	3-19-15	126 teacher referrals were logged in TisBis software system

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the counselor.					
6. Change in Parent/Community Involvement--Parent Contacts- By March 13, 2015, teachers will document an average of 15 parent contacts for 3rd quarter. Progress will be monitored by the parent coordinator and the parent facilitator.	X		4	3-19-15	4388 parent contacts reported Template was created to log positive parent contacts per week. It requires teachers to list the date, time, and reason for the call as well as the student's name. This document is due at the end of every week. The on-site parent facilitator and coordinator collect the data from the logs. Blackboard also keeps a record of parent communication, too.
7. Change in Parent/Community Involvement--Parent Attendance- By March 13, 2015, parent sign-in sheets will reflect that at least 20% of 528 (106) parents will attend the 3rd quarter monthly parent involvement activities. Progress will be monitored by the parent coordinator and project manager.	X		4	3-19-15	111 parents in attendance for meetings and/or conferences. This data is calculated from sign- in sheets at each monthly meeting and conference. The parent coordinator and project manager collect this data.

Quarterly ESEA Reporting Form

Date Completed: 3/13/15 **Status:**

School: Central High School **Priority** ___

District: Helena School District **Priority Academic Distress** _X__

Principal: **Monica McMurray** **Focus Academic Distress** ____

ADE School Improvement Specialist: David Tollett **External Provider:** **Fetterman and Associates**

Locally Hired School Improvement: None

Highlights from __3rd__ Quarter:

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

b) Building Principal:

Teacher Turnover Lack of curriculum

c) Building Leadership Team:

Quarterly ESEA Reporting Form

d) School Improvement Specialist:

Teacher Turnover Lack of curriculum Lack of support personnel

e) Other:

Additions/Revisions to current year's PIP/TIP:

Quarterly ESEA Reporting Form

IMO Area: 1. Change in teacher and leader practice: Met: __3__ Not Met: _4___
2. Student progress and achievement: Met: __1__ Not Met: __3__
3. Student safety and discipline: Met: __1__ Not Met: ____
4. Parent and community engagement: Met: __1__ Not Met: __1__
Total IMO's this Quarter: __14___ Met: __6__ Not Met: __8__

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
# 1 – Change in Teacher and Leader Practice The Leadership Team will meet weekly to monitor the school improvement progress.	x		1	3-13-15	Met, Agendas/sign in sheets, 8 meetings
# 2 – Change in Teacher and Leader Practice At weekly Leadership Team meetings, student progress will be an agenda item, which will be led by members of the Leadership Team.	x		1	3-13-15	Met, Agendas, 100%
# 3 – Change in Teacher and Leader Practice The Principal, Assistant Principal and the Instructional Coaches will document CWT results in Teachscape and provide the reports to the Leadership Team and staff at least quarterly.		x	1	3-13-15	Not Met, Teachscape, CWT's are taking place but this data was not documented in Teachscape.
#4 – Change in Teacher and Leader		x	1	3-13-15	Not Met, list, This is not being met due to graduation coaches reassignment into the

Quarterly ESEA Reporting Form

Practice The Leadership Team will choose 30% of the identified 2014-15 "At Risk" 7th grade students. Attendance and failure data will be monitored.					classroom
#5 – Change in Teacher and Leader Practice Teachers in core subject areas will be trained in Pre-Advanced Placement procedures and strategies.		x	1	3-13-15	Not Met
# 6 – Change in Teacher and Leader Practice All Math, English and Biology teachers will note on their data sheets weak SLE's from daily classroom assessments to re-teach.	x		1	3-13-15	Met, Department Agendas, data sheets, Language Arts was at 78.6%
#7 – Change in Teacher and Leader Practice Professional Learning Communities will be teacher-led.		x	1	3-13-15	Not Met, Agendas, sign in sheets, PlCs were only 71% teacher led
#8 – Change in Student Progress and Achievement: Literacy All Students Using scores from May, 2014 prose constructed response scored with the PARCC Writing Rubric as the baseline score, students will increase their writing	x		2	3-13-15	Met, 36.88% increase

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scores based on the PARCC Writing Rubric. At the beginning of the 2014-2015 school year, students will begin tracking their writing scores in writing portfolios, reflecting on their progress, and setting individual goals for writing improvement.					
# 9 – Change in Student Progress and Achievement: Literacy SWD Using scores from May, 2014 prose constructed response scored with the PARCC Writing Rubric as the baseline score, students will increase their writing scores based on the PARCC Writing Rubric. At the beginning of the 2014-2015 school year, students will begin tracking their writing scores in writing portfolios, reflecting on their progress, and setting individual goals for writing improvement.		x	2	3-13-15	Not Met, regression in scores from baseline data
#10 – Change in Student Progress and Achievement: Math All Students Students will move to achieving status on formative assessments. (Using the 2013-2014 number of students scoring advanced and proficient as baseline data		x	2	3-13-15	Not Met, data not provided

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to calculate student growth on quarterly formative assessments mirroring PARCC)					
#11 – Change in Student Progress and Achievement: Math SWD Students will move to achieving status on formative assessments mirroring PARCC. (Using the 2013-2014 number of students scoring advanced and proficient as baseline data to calculate student growth on quarterly formative assessments)		x	2	3-13-15	Not Met, data shows 0% increase
#12 – Change in Student Safety and Discipline Using the 2013-14 baseline data in reference to safety and discipline to support closing the achievement gap, there will be a decrease in office referrals.	x		3	3-13-15	Met, 54% decrease
#13 – Change in Parent and Community Engagement Central High School will provide parental engagement opportunities.		x	4	3-13-15	Not Met, only 5 opportunities were given
#14 – Change in Parent and Community Engagement and Teacher Practice Increase teacher participation in community engagement opportunities	x		4	3-13-15	Met, Teacher sign in sheets,

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using baseline data from 2011-12.					

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Date Completed: 3-31-15 **Status:**

School: Hughes High School **Priority** __X_

District: Hughes **Priority Academic Distress** ___

Principal: **Jeff Spaletta** **Focus Academic Distress** ____

ADE School Improvement Specialist: David Tollett **External Provider:** **Arkansas Leadership Academy**

Locally Hired School Improvement: _____

Highlights from __3rd___ Quarter:

Data is being gathered Common Core Curriculum is being used

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

Replaced two core math teachers after the start of school Teacher Turnover

b) Building Principal:

Replaced two core math teachers after the start of school Teacher Turnover

c) Building Leadership Team:

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Replaced two core math teachers after the start of school Teacher Turnover

d) School Improvement Specialist:

Replaced two core math teachers after the start of school Teacher Turnover School personnel are worried about their jobs and the school being consolidated

e) Other:

Additions/Revisions to current year's PIP/TIP:

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IMO Area: 1. Change in teacher and leader practice: Met: 5 Not Met:_____

2. Student progress and achievement: Met: 4 Not Met: 3

3. Student safety and discipline: Met: N/A Not Met: N/A

4. Parent and community engagement: Met: 2 Not Met:_____

Total IMO's this Quarter: 14 Met: 11 Not Met: 3

IMO	MET	NOT MET	IMO AREA	IMO DATE	EXPLANATION/SUPPORTING DATA
IMO # 1 Change in Leadership Practice By March 31, 2015 Principal will spend 47.5% of his time working directly with teachers to improve instructions	X		1	March 31, 2015	Principal used 74% time working directly with teachers to improve instruction CWTs, Focus Walks, PLC agendas, sign in sheets, Professional development
IMO #2 Change in Leadership Practice By March 31, 2015 Principal will average 19 CWTs per week	X		1	March 31, 2015	Principal averaged 24 CWTs per week. Teachscape data (CWTs, Focus Walks) Sign in sheets, PLCs, agendas, sign in sheets, Indistar, LT minutes
IMO #3 Change in Leadership Practice By March 31, 2015 Leadership team will conduct average of 16 Focus Walks/CWTs per week	X		1	March 31, 2015	Leadership team had a total of 49 CWTs/Focus walks, an average of 16 per week. Teachscape data (CWTs, Focus Walks), Sign in Sheets, PLCs, Indistar, LT minutes and agendas
IMO # 4 Change in Teacher Practice By March 31, 2015, 95% of teachers will turn in weekly lesson plans	X		1	March 31, 2015	HS averaged 97% of teachers turning in weekly lesson plans. Notation on lesson plans, edmodo, weekly data reports
IMO #5 Change in Teacher Practice By March 31, 2015, a second high yield strategy will be implemented by teachers with 50% accuracy	X		1	March 31, 2015	HS averaged 97% of teachers implementing a second HYS. HYS notation on weekly lesson plans, weekly data reports, CWT results, Teachscape
IMO #6 Student Progress and Achievement By March 31, 2015, 62.52% of 7th graders proficient or advance in literacy		X	2	March 31, 2015	45% tested Proficient/ Advance using TLI data

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IMO #7 Student Progress and Achievement By March 31, 2015 62.5% of 8th graders proficient or advance in literacy		X	2	March 31, 2015	13% tested Proficient/Advance using TLI data
IMO #8 Student Progress and Achievement By March 31, 2015, 62.51% of 11th graders proficient or advanced in literacy		X	2	March 31, 2015	56.5% tested Proficient/ Advanced using TLI data
IMO #9 Student Progress and Achievement By March 31, 2015, 66.67% of 7th graders proficient or advance in math	X		2	March 31, 2015	71.4% tested Proficient/ Advanced using TLI data
IMO #10 Student Progress and Achievement By March 31, 2015, 66.67% of 8th graders proficient or advance in math	X		2	March 31, 2015	70% tested Proficient/Advanced using TLI data
IMO #11 Student Progress and Achievement By March 31, 2015, 66.67% Algebra students proficient or advance	X		2	March 31, 2015	82% tested Proficient/ Advanced using TLI data
IMO #12 Student Progress and Achievement By March 31, 2015, 66.67% Geometry students proficient or advance	X		2	March 31, 2015	68.4% tested Proficient/ Advanced using TLI data
IMO #13 Parent and Community Engagement By March 31, 2015 Teachers will average 80 parent contacts a week	X		4	March 31, 2015	Teachers average 114 parent contacts for the quarter. Parent contact logs, weekly data reports, agendas, sign in sheets for parental involvement opportunities
IMO #14 Parent and Community Engagement By March 31, 2015, 30% of parents will participate in monthly parent meetings	X		4	March 31, 2015	HS averaged 34% of parent participation. Parent/Teacher signature on sign in sheets for parental involvement opportunities

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Date Completed: April 2, 2015 **Status:**

School: McClellan High School **Priority** ___

District: Little Rock School District **Priority Academic Distress** _X_

Principal: Henry Anderson **Focus Academic Distress** ____

ADE School Improvement Specialist: Kyron Jones __ **External Provider:** _____

_X_ **Locally Hired School Improvement:** _Dr. Danny Fletcher_

Highlights from _3rd_ Quarter:

- Basketball team not only made it to the State Playoffs, but they won and are now 5A State Champions.
- Literacy Instructional Facilitator was hired and is now on board. She moved from her teaching position at McClellan into the Literacy Facilitator role. Her students were absorbed within the master schedule (with the exception of her Advanced Placement classes)
- The Discipline and School Climate Committee had members attend the Safe Schools Conference in Little Rock. This committee has been meeting and working on the local school handbook and crisis management plan.
- The Professional Development/Teacher Mentoring and Support Committee has been working to create a completely new Teacher Orientation packet that is specific to McClellan High School and what a teacher might need to be successful.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

No information reported.

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b) Building Principal: Henry Anderson

Although there is now some shifting and buy-in from teachers, it still remains problematic that all teachers are not ALL on board with the efforts for reform at the school.

Students have begun taking ownership for their actions and are assisting in working to make McClellan a safe and orderly school.

c) Building Leadership Team:

- We are revisiting and creating a mission and vision statement that recognizes and brands us as “A New McClellan”.
- We are working on the clarifying and creation of transition courses and developing Academic Improvement Plans in College and Career Readiness to ensure each student’s success after graduation.
- We are working on providing needed Professional Development throughout the school. As we wrap up the School Improvement Grant, we are identifying and creating new avenues to ensure the teachers’ ability in supporting the students’ success in all areas.
- We are buying books for classroom libraries.
- We are buying new math and science equipment.
- We are offering Professional Development to help the Freshman Academy.
- We are also offering AVID training to ensure teachers’ success with Avid strategies.
- As a Leadership team, we have been collaborating with the district, and the other schools in the district, to allow us protected time to meet and discuss our roles together both as a school and as a district.

d) School Improvement Specialist: Kyron Jones

- Staff buy-in is still a concern.
- Student discipline takes away time the administrators can spend on instruction.
- The school now has a literacy facilitator on staff.

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e) Other: Dr. Danny Fletcher

Progress has been slow on the designated improvement strategies for McClellan High School. Administration must continue to monitor the use of research based strategies in teaching of Common Core Anchor standards and use formal assessment data to: (a) Implement and utilize a student profile tool to assist teachers with planning and teaching effective lessons. (b) Allow students to progress monitor their learning.

Additions/Revisions to current year's PIP/TIP:

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IMO Area: 1. Change in teacher and leader practice: Met: **1** Not Met: **1**
2. Student progress and achievement: Met: ____ Not Met: **2**
3. Student safety and discipline: Met: **1** Not Met: ____
4. Parent and community engagement: Met: **1** Not Met: ____
Total IMO's this Quarter: **6** Met: **3** Not Met: **3**

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By February 27, 2015--- Administrator's percentage of time will be calculated with an expectation of at least 30% of the time being spent on instruction and the classroom visits schedule will be adjusted.	X		1	4/3/15	Each administrator commits one full day per week in classrooms doing observations and evaluations. This is above and beyond the weekly administrative team meetings held weekly.
By February 27, 2015--- Teachers will utilize the Pre/Post tool for tests given to students.		X	1	4/3/15	Math teachers have been utilizing pre/post tests for units of instruction. The use of pre/post tests have not begun in the literacy department.
By February 27, 2015 – The district math common formative assessment will increase the number proficient and advanced to 50%.		X	2	4/3/15	The district Common Formative Assessment was given but 50% of students were not proficient. Alg I – 29 students proficient Alg II – 13 students proficient Geo – 10 students proficient
By February 27, 2015--- The district literacy common formative assessment will increase the number proficient and advanced to 55%.		X	2	4/3/15	The district Common Formative Assessment was given but 50% of students were not proficient. 9th – 51 students proficient 10^{th} – 48 students proficient 11^{th} – 43 students proficient

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By February 27, 2015--- Committee will address recurring issues of discipline identified in the whole school discipline report. The goal will be to reduce disciplinary incidents by 10%.	X		3	4/3/15	School Based Intervention Team meets twice a week and have worked to address discipline. Additionally, the Continuous Improvement Team has meet and assisted in measures and efforts to reduce discipline. The number of discipline infractions decreased from the 3rd quarter of 2014 to 3rd quarter of 2015 • 2014 3rd quarter infractions – 257 • 2015 3rd quarter infractions – 183 *This is a reduction of 74 infractions*
By February 27, 2015 – The School Community Committee will establish timelines for events that will enhance parent and community involvement in the school. This work should increase parental involvement at school related events by 10%	X		4	4/3/15	The school has an upcoming Parent Teacher Student Association Community Yard Sale on April 18, 2015. The After School Workout program now includes students, teachers, parents and community members. Additionally, the school has had series of sessions that focus on Parenting with a Purpose. Parent Teacher Student Association and local community business are working collaboratively to celebrate the upcoming Teacher Appreciation Week.

Quarterly ESEA Reporting Form

Date Completed: April 10, 2015

Status:

School: Jacksonville High School

Priority ___

District: Pulaski County Special School District

Priority Academic Distress **_X_**

Principal: Dr. Jerry Bell

Focus Academic Distress ____

ADE School Improvement Specialist: Kyron Jones **_X_** **External Provider:** **_Arkansas Leadership Academy___**

___ **Locally Hired School Improvement:** _____

Highlights from _2nd_ Quarter:

- A student was named a National Achievement Scholarship Recipient.
- JHS Automotive team placed 4th in the Regional Hot Rodders of Tomorrow Engine Rebuild Contest.
- A student was appointed to the United States Military Academy at West Point.
- A student received a scholarship from the Central Arkansas Sphinx Foundation.
- Jacksonville High School Choir received superior and excellent ratings in regional competition and moves on to state competition.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

No information reported

b) Building Principal: Dr. Jerry Bell

- There are currently no new barriers to students' continued academic achievement.
- With the implementation of PARCC testing, a few classes had to be moved to accommodate test-takers.

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c) Building Leadership Team:

- Members of the Jacksonville's leadership team continue to meet in order to create and monitor plans in Indistar.

d) School Improvement Specialist: Kyron Jones

- There is a level of uncertainty among the staff because of the transition of Jacksonville to an independent district.
- There is still a lack of buy-in by some of the staff.
- The entire school has to understand his/her role in the school improvement process.

e) Other: Jerry Vaughn

- There is a lack of system/process to engage the teachers, students and other stakeholders in the assessment of indicators identified in the Indistar protocol. Action plans have not been developed to address the priority indicators.
- There is a lack of system/process development to communicate and/or engage the teachers, students and other stakeholders in addressing the established IMOs.
- There is a lack of established and communicated RtI (Response to Intervention Plan) plan.
- Core beliefs, vision and mission has not been communicated and embraced by faculty and staff.

Additions/Revisions to current year's PIP/TIP:

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IMO Area: 1. Change in teacher and leader practice: Met: **2** Not Met: ____
2. Student progress and achievement: Met: ____ Not Met: **2**
3. Student safety and discipline: Met: ____ Not Met: **1**
4. Parent and community engagement: Met: **1** Not Met: ____
Total IMO's this Quarter: **6** Met: **3** Not Met: **3**

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 20, 2015, 450 Classrooms Walkthroughs will be completed by administrative staff. This is 10 CWT per week per team member with the reflection discussed at PLC on a bi-weekly basis.	X		1	3/20/15	451 Classroom Walkthrough completed with reflections during PLC.
By March 20, 2014, we will decrease the % of classrooms that are considered Passive Compliance or Dysfunctional by 7 Percentage Points, as compared to the baseline.	X		1	3/20/15	Baseline – (55+12)/189 = 35% Third Quarter – 80/451 18%
By March 20, 2015, we will meet our AMO for Math or increase the baseline on the TLI data by 3 Percentage Points.		X	2	3/20/15	TLI for Math was not given during this quarter due to PARCC testing.
By March 20, 2015, we will meet our AMO for Literacy or increase the baseline on the TLI data by 3 Percentage Points		X	2	3/20/15	TLI for Literacy was not given during this quarter due to PARCC testing.
By March 20, 2015, we will reduce the number of tardies, based on the first quarter by 40%.		X	3	3/20/15	Third Quarter Goal – 778 Actual – 1200 The school has begun daily hall sweeps.
By March 20, 2015, there will be an increase in the number of parent contacts made by 10% as compared to the previous quarter.	X		4	3/20/15	Goal – 1065 Actual Number – 1070

Third Quarter ESEA/IMO Reporting Form

Date Completed: March 2015

School: Augusta High School

District: Augusta School District

Status: Priority, Title I

Principal: Joe Brown

ADE School Improvement Specialist: Pam Clark

Approved External Provider**:** Jerry Vaughn, Arkansas Leadership Academy, Capacity Builder

Internal School Improvement: N/A

Academic Distress –released by State Board, February 12, 2015

Highlights:

Highlights for Augusta High School
Based on the Office for Education Policy Report

#1 of the Top 20 Most Improved Middle Schools Based on Benchmark Mathematics Achievement from 2008-2014.
#1 for the Top 5 Most Improved Middle Schools in Northeast Arkansas Benchmark Mathematics Achievement from 2008-2014.
#1 of the Top 20 Most Improved Middle Schools Based on Benchmark Literacy Achievement from 2008-2014.
#1 of the Top 5 Most Improved Middle Schools in Northeast Arkansas Benchmark Literacy Achievement from 2008-2014.

Third Quarter ESEA/IMO Reporting Form

- Augusta High School was released from Academic Distress by the State Board on February 12, 2015.
- The Augusta School District received a B rating on the School Letter Grade Detail Report from ADE.
- The Augusta high school leadership team will be featured on the Indistar Website as a success story in raising test scores and improving student engagement through the positive use of Indistar Indicators.
- The high school principal continues to be involved in the Arkansas Leadership Academy's Master Principal Program.
- The Deep Knowledge Leadership Team with the assistance of the Arkansas Leadership Academy will form a student leadership team, who will draft a charter for their group and plan for a future summer meeting.
- The Deep Knowledge Team will also survey community and parents to use the survey data to plan a summer community meeting.
- The Deep Knowledge Team has created strategic planning teams across the high school---Mission and Vision, Content and Instructional Practices, Building the Environment, Engaging the Community, Financing and Funding, Professional Development, Deployment Planning and Measuring Success.

- Augusta High School is a proud recipient of an Apple grant through as part of the White House ConnectED initiative. By giving students access to the latest technology and powerful learning tools, we're working to transform the classroom into a place of deeper exploration and creativity. Together, we can unlock the potential of the world's future inventors, dreamers, and leaders.
- The grant will enable the Augusta High School to implement a 1:1 technology initiative. All students will have daily access to an iPad to complete class assignments and projects. Classrooms will be outfitted with the latest technology including Apple TVs and high speed internet, while instructors will have MacBook Airs to deliver hands-on lessons.
- Representatives from the school attended a Kick Off Event in Dallas, TX on February 2-4, where they met other grant recipients and learned about the leadership, curriculum, and technology aspects of the program. receiving an outline of the events to come in this implementation, concentrating on three key areas: leadership, curriculum, and technology. With on-going assistance and support from Apple and various other companies/partners, the school will use these three areas to implement will ensure a seamless phased implementation of the initiative.
- The technology infrastructure and adult learners were adequately prepared for the implementation of PARCC assessments!
- The high school is a finalist with the AT &T grant, Aspire Connect Ed, whereby each student will receive free internet at home for 3 years to be used in connection with their iPads from the Apple Grant mentioned in #6.
- 100% of the seniors at Augusta School District have applied and have been accepted to go to college for the

Third Quarter ESEA/IMO Reporting Form

2015-2016 school year.

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The district personnel stated that one of their concerns for the third nine weeks is completing PARCC assessments this spring, planning for unknown assessments for the 2015-2016 school year and whether we are going to use Common Core or how we will adjust our curriculum.

b) Building Principal:

The building principal stated that one of his primary concerns for the third nine weeks is making sure that the preparation for the PARCC assessment and technology infrastructure will be adequate for testing purposes.
The building principal's second concern is about high teacher absenteeism. Teacher absenteeism is high due to the fact that several teachers are resigning or retiring and they have already 'maxed out' their personal and sick leave for the 2014-2015 school year.

c) Building Leadership Team:

The building leadership team stated concerns related to time committed to the initial development of infrastructure of technology to support implementation of the PARCC assessment –for examples, room set up and organized, ensuing hard wiring for all computers, logging on to the testing website and book marked websites, practice run for all computers to be logged in at the same time.

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d) ADE School Improvement Specialist:

The school improvement specialist continues to be concerned that the technology infrastructure will be completed and testing will be successful. (The technology/infrastructure worked each day and the students were able to test without any major problems.)

e) External provider:

The external provider stated that his concerns are: Lack of job descriptions for the new principal, instructional facilitators and design coach. Lack of clarity for administrative protocol throughout the district. Technology infrastructure and training adequate to support PARCC and end of year assessments. Increase level of engagement and ownership of systemic change to impact student achievement, on the part of classroom teachers. Accountability systems designed and implemented with fidelity and transparency, as it relates to teaching and learning.

Additions/Revisions to current year's PIP/TIP:

Each week the leadership team focuses on 3 Indistar indicators which drives our work towards changing instructional practices and improves our student successes!

Third Quarter ESEA/IMO Reporting Form

IMO Area: 1. Change in teacher and leader practice: Met: __3_ Not Met: __0__
2. Student progress and achievement: Met: _ 2__ Not Met: __0__
3. Student safety and discipline: Met: __1__ Not Met: __0__
4. Parent and community engagement: Met: __0__ Not Met: __1__

Total IMO's this Quarter: ___7__ Met: __6__ Not Met: __1_

Interim Measurable Objectives (IMO)	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 2015, the principal and/or principal's designee will have conducted 21 formal/informal evaluations, according to TESS tracks for each classroom teacher. (Data showed _100_% of these observations were conducted.	x		1	3/15/15	The principal/designee achieved this IMO because an action plan was created in which the principal calendar mapped a schedule of observations in order to achieve this goal.
By March 2015, 90% of all classroom teachers will turn in effective lesson plans on time.	x		1	3/15/15	The teachers at Augusta high school consistently turn in lesson plans each week at a success rate of 94%. Lesson plans are analyzed by the leadership team on Mondays and regular feedback is provided back to the teachers. The teachers have specific components they must include each week, such as, standards, objectives, opening work period, questioning, closing activity, assessment, differentiation and resources. Lesson plans are submitted by email and posted each Monday near the door for

Third Quarter ESEA/IMO Reporting Form

					easy access to both the leadership team and visitors from outside the school. This work is in response to Indistar Indicator IIIA02—All teachers develop weekly lesson plans based on aligned units of instruction.
By March 2015, the leadership team will conduct 150 classroom walk-throughs with verbal and/or written feedback	x		1	3/15/15	The leadership team created an action plan whereby they scheduled a coordination effort to accomplish this goal.
By March 2015, 58% of literacy students will be projected proficient on the third TLI module from the 7th, 8th, 9th, 10th and 11th grade. (The overall goal to make AMO will be 57.03% of students.)	x		2	3/15/15	Literacy exceeded their goal by achieving 73% of their students were proficient or advanced. This high level of intensity was provided by the instructional facilitators in providing coaching for classroom teachers with the implementation of effective, instructional strategies. The collaboration between the literacy facilitator and the specialist from the Wilbur Mills Educational Coop continues to develop and provide support for the enhancement of instructional strategies. The leadership team focused on classroom walkthrough collecting data on teacher and student engagement. This was addressed at their PLCs meetings which resulted in a higher level of student engagement. Following the analysis of literacy data, students were identified to receive interventions to address academic

Third Quarter ESEA/IMO Reporting Form

					concerns. In support of the RTI (Response to Intervention) process currently in place, these students received differentiated interventions at the Tier II Level. This work in response to Indistar Indicator IID10. This Indicator is in Wise Ways, # 108.
By March 2015, 58.4% of math students will be projected proficient on the third TLI module from 7th and 8th grade, Algebra I, Geometry, and Algebra II. (The overall goal to make AMO will be 57.72% of students.)	x		2	3/15/15	Math exceeded their goal by achieving 67.04% of their students were proficient or advanced. This high level of intensity was provided by the facilitators in providing coaching for classroom teachers with the implementation of effective, instructional strategies. The collaboration between the math facilitator and the specialist from the STEM center at Harding University continues to develop and provide support for the enhancement of instructional strategies. The math facilitator and the Algebra teacher work weekly to develop plans on how to effectively implement Common Core Standards into daily instruction. The math facilitator will begin co-teaching for the remainder of the year to model engagement and motivational techniques, and questioning. This work in response to Indistar Indicator IID10.
At the end of the 3rd nine weeks the leadership team will compare absenteeism and grade data from Eschool to TLI data looking for trends in low performing students and their correlation to attendance.	x		3	3/15/15	The leadership team noted that there was no correlation between absenteeism and grade trend data. This data was based on current TLI data and absenteeism data for each quarter. This IMO is consistent with indicator IID09, stating-- Instructional

Third Quarter ESEA/IMO Reporting Form

					teams use student learning data to plan instruction, Wise Ways, # 107.
By March 2015, 100% of the high school teachers will make contact with 80% of the students' parents.		x	4	3/15/15	Principal/teachers meeting with parents during parent teacher conferences, phone calls, emails and visits. This IMO was not met due to poor communication with the teachers—a procedure or system will be created for the remainder of the year and for the 2015-2016 school year.

Quarterly ESEA Reporting Form

Date Completed: March 31, 2015

School: Trusty Elementary

District: Fort Smith School District

Status: Priority

Principal: Shantelle Edwards

ADE School Improvement Specialist: John Harris

External Provider: None

Internal School Improvement Specialist: Kellie Cohen

Highlights:

- Progress has been made learning the new Indistar program for the new assistant principal/process manager.
- The implementation of grade-level common assessments with regular data meetings with facilitators have been sustained.
- The Principal has performed the required Teacher Excellence and Support System (TESS) informal and formal observations of all the instructional staff.
- The community mentoring program is established and benefits are being observed.
- The parent signage of Mid-Term grade reports was 100%.
- The third quarter discipline report comparison from last year to this year is encouraging: Last year we had 101 referrals and 11 suspensions. This year we had 67 referrals and 3 suspensions.

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Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The Director of Student Achievement & Accountability identified:

- Generational poverty and high mobility are barriers to school improvement efforts at Trusty Elementary.

b) Building Principal

The Building Principal has identified the following areas connected to concerns/barriers:

- Due to the amount of time spent in meetings outside and inside of school, feedback concerning teacher observations is often delayed...
- Parent participation in response to school activities to improve student performance has been high, however collaboration in team meetings and other events need improvement.
- The Fort Smith new teacher induction program, although needful and beneficial, takes teachers out of the classroom multiple times during the year.
- Substitute teachers lack the familiarity of curriculum and instructional objectives to adequately serve student achievement.

c) Building Leadership Team:

The building leadership team has identified the following areas as concerns/barriers:

- The new assessments (PARCC) are a concern due to the extensive use of technology and the new format that the PARCC brings to the yearly assessments..
- Some changes in key personnel for the upcoming year is very possible and it is always a concern when losing experienced staffing.
- The loss of a full-time math/literacy facilitator, who is moving to an interventionist position, is a concern because it is currently unknown if the facilitator position will be replaced.

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d) ADE School Improvement Specialist

The School Improvement Specialist identified the following areas of concern:

- The high mobility of students moving in and out of the school zone during the spring semester have a negative impact on assessment results. In addition, in-district transfer students count in the "regular" student population count.
- Generation poverty continues to be a concern for student achievement. Generational poverty creates an environment in which parents are not motivating their children to succeed academically. This lack of concern diminishes the general effectiveness of school improvement efforts, fosters more student absenteeism, and decreases the quality of parental engagement.

e) Other

- None

Additions/Revisions to current year's PIP/TIP:

The Leadership Team has placed more emphasis on student achievement performance.

- Formative assessments are being used to track student performance growth toward interim measurable objectives (some to be initiated in the third and fourth quarters).
- There is also a concentrated effort by instructional and support staff to implement Academic Improvement Plans (AIPs) that use intervention strategies and assessments to close achievement gaps.
- The principal is supporting changes in teacher practice by providing data-driven professional development opportunities,
- The Teacher Excellence and Support System (TESS) to track and support Professional Growth Plans (PGP) teacher goals for 2014-15 school year, and the use of regular Professional Learning Communities (PLC) and grade-level collaborative meetings in support of curriculum and instructional goals. The school has also set a high Annual Measureable Objective (AMO) target for parent/teacher communication through personal and electronic communication for the 2014-15 school year in order to improve parental involvement.

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IMO Area: 1. Change in teacher and leader practice: Met: 2 Not Met: 0
2. Student progress and achievement: Met: 2 Not Met: 0
3. Student safety and discipline: Met: 1 Not Met: 0
4. Parent and community engagement: Met: 1 Not Met: 0

Total IMO's this Quarter: 6 Met: 6 Not Met: 0

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 31, 100% of summative consultations will be concluded and 90% of certified staff will have successfully completed their individual Professional Growth Plan (PGP) Goals focused on the building's instructional initiative.	X		1	04/1/15	• Professional Growth Plan (PGP) Goals were established for all instructional staff during the 1st Quarter of 2014-15: • Projections during the 2nd Quarter determined that 90% of all teachers would achieve their yearly PGP goals by March 31st. • The 90% target has been met for the 3rd quarter. • The principal's effort to determine Professional Growth Plan (PGP) success is guided by the Teacher Excellence and Support System (TESS) documentation • Preliminary classification of teachers was based on a variety of data streams including but not limited to: Teacher Excellence and Support

Quarterly ESEA Reporting Form

					System (TESS) Domain tracks, observations (formal and informal), and Classroom Walk Through (CWT) visits. • A feedback loop was utilized to provide differentiated information and support for teachers (collectively and individually). Teachers are observed an adequate number of times in order to provide opportunities to show growth.
By March 31, 2015: An implementation percentage of 78% will be achieved for the building instructional initiative.	X		1	03/31/15	• There has been a sustained 3% growth rate from the 75% baseline implementation rate established in the 1st Quarter. • Weekly meetings of the PLC's, supported by the math/literacy instructional facilitators, and monitoring by principal and assistant principal observations, direct professional development and other support for the sustainability and fidelity of implementation. • Data streams include formative and interim data (CWT, TESS observations, lesson plan reviews, and meetings and minutes).
IMO: By March 31,2015: A baseline percentage of 53% in Math and 35% in Literacy will be established for AIP students demonstrating expected growth from their baseline STAR assessment..	X		2	03/31/15	• The baseline was established using the standardized expected growth rate of 60% of the year (the time when the students took the comparative test) on the STAR Math and STAR Literacy

Quarterly ESEA Reporting Form

					assessments. • This is a new IMO assessment for the 3rd and 4th Quarters to measure the academic growth of identified students that scored below proficiency on year ending state assessments • 2014-15 aligned intervention strategies have included: Re-teach–re-test; peer tutoring; bell-ringers; specific focused activity time, and work specific to AIP strands.
On March 31**,** 2015: an overall proficiency level of 69% in Math and 63% in Literacy for the All Student/TAGG student groups (3-6) will be established as determined by The Learning Institute (TLI) interim data.	X		2	03/31/15	• The All Student/TAGG student groups (3-6) have increased its overall proficiency level 19% for Math and 26% for Literacy from 1st Quarter data
On March 31, 2015: 100% of Leadership Team meetings included student safety/discipline data and review as a standing agenda item.	X		3	03/31/15	• This IMO has been maintained at 100% during the 3rd Quarter. • During the 3rd and 4th quarters, the leadership team decided to make student safety and discipline a standing agenda item. • Actionable goals will be completed (as needed).
By March 13, 2015**:** An implementation rate of 94% will be established for school contacts to parents concerning learning standards, student progress, and the parent's role in supporting their child's progress.	X		4	03/31/15	• This IMO has demonstrated a 4% growth rate from the 1st Quarter implementation rate of 90%. • Completed activities for the 3rd Quarter include:

Quarterly ESEA Reporting Form

					• 100% Parent signed 4.5 week progress reports, • 100% Parent/Teacher Conference sign-in sheets, • 100% Teacher/Parent contact log use,

Rev. 11/18/14

Third Quarter ESEA/ IMO Report

Date Completed: April 28, 2015

School: Belle Point Alternative Education High School

District: Fort Smith School District

Status: Priority

Principal: Mrs. Maria Arnold

ADE School Improvement Specialist: John Harris

External Provider: None

Internal School Improvement Specialist: Kellie Cohen

Highlights:

- Belle Point was one of the most improved schools on the Benchmark and End of Course Exams Award.
- The building instructional initiative for 2014-15 is 50% implemented.
- The building-wide initiative of essential and guiding questions achieved 100% implementation during the 3rd quarter.
- Belle Point has only 1 student expulsion for the 2014-15 school year.
- The district benchmark for 100% contact at Parent-Teacher conferences has been achieved for the 2014-15 school year.
- All certified staff are showing evidence of meeting Professional Growth Plans (PGP) goals.
- One hundred percent of General Educational Development (GED) students passed the General Educational Development (GED) test.
- One hundred percent of staff implemented 3 or more constructed response (PARCC-like) assessments during the 3rd quarter.
- Student contraband items have decreased.

Third Quarter ESEA/ IMO Report

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The Director of Student Achievement & Accountability identified: High mobility and generational poverty is a barrier in district and building efforts to improve student performance.

b) Building Principal:

The Building Principal has identified the following areas connected to concerns/barriers:

- Disciplinary office referrals have increased (increased enrolment could be cause). This increase in poor behavior and suspensions are a cause for concern.
- The lack of time for instructional leadership responsibilities such as administrative requirements, testing venues, professional development requirements, state reporting, and weekly court appearances are also a cause of concern.
- Fifty-two percent of the population at Belle Point reads three or more grade levels below current grade levels.
- Eighty-two percent of the population is on formal or informal probation through the Sebastian County Juvenile Court system.
- The Lack of parental support in the areas of student attendance, disciplinary issues, and student achievement are a concern as well.

c) Building Leadership Team:

The building leadership team has identified the following areas as concerns/barriers:

- Students who demonstrate a lack of interest in receiving one-on-one interventions when being pulled from the classroom is a concern.
- Scheduling interventions conflict with core subject learning time (after-school venues are not effective).
- Truancy decreases the effectiveness of intervention efforts on a daily basis.
- Differentiating interventions to address deficiencies in student grade level competencies are difficult because frequent administrative tasks detract from student intervention time.

Third Quarter ESEA/ IMO Report

d) ADE School Improvement Specialist:

The School Improvement Specialist identified high mobility as a barrier for student achievement.

- A root cause reason is related to the court and legal system. Many Belle Point students are involved in several ancillary programs connected to the Fort Smith judicial system that involve arrest and incarceration, probation officer supervision, social support systems, mental health services, and regular court hearings. This high mobility inhibits the school's efforts to reach high fidelity with its student improvement efforts.
- In addition, generational poverty creates an environment by which parents are either unable or incapable of aiding and motivating their children to succeed academically. This impacts the general effectiveness of school improvement efforts, student attendance and tardiness, and parental participation in school efforts.

e) Other:

None

Additions/Revisions to current year's PIP/TIP:

- There is more emphasis on student achievement performance.
- The use of multiple formats that include diagnostic entrance testing, General Educational Development (GED) testing success, Academic Improvement Plan (AIP) intervention strategies and formative assessments are the primary changes.
- The administrative team is providing support by incorporating and measuring improved teacher instructional strategies (with embedded professional development and Professional Learning Communities (PLC) meetings)
- The use of formative assessments to measure student understanding of instructional goals for quick response re-teach/retest goals.
- There is also increased parental contacts to support school intervention efforts.

Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: **2** Not Met: **0**
2. Student progress and achievement: Met: **2** Not Met: **0**
3. Student safety and discipline: Met: **1** Not Met: **0**
4. Parent and community engagement: Met: **1** Not Met: **0**

Total IMO's this Quarter: **6** Met: **6** Not Met: **0**

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By March 31, 100% of summative consultations were concluded and 100% of certified staff successfully completed their individual PGP Goals.	X		1	03/31/15	▪ Professional Growth Plan (PGP) Goals were established for all instructional staff for 2014-15: All teachers (100%) were expected to achieve their yearly PGP goals by March 31st and begin planning for next year's goals. All teachers met their individual goals. ▪ The principal's effort to determine success is guided by Teacher Excellence and Support System (TESS) documentation and observation data as the primary source of PGP completion. ▪ Preliminary classification of teachers was based on a variety of data streams including but not limited to: Teacher Excellence and Support System (TESS) Domain tracks, observations (formal and informal),

Third Quarter ESEA/ IMO Report

					and Classroom Walk Through (CWT) visits. ▪ A feedback loop was utilized to provide differentiated information and support for teachers (collectively and individually). Teachers are observed an adequate number of times in order to provide opportunities to show growth.
By March 31, 2015: An implementation rate for the instructional initiative. will be 50%.	X		1	03/31/15	▪ This Interim Measureable Objective (IMO) target measures the building's schoolwide instructional initiative for 2014-15. The current implementation rate reflects a 6.5% increase over the 2nd Quarter Interim Measureable Objective (IMO). ▪ Weekly staff meetings, periodic Professional Learning Communities (PLC) meetings, support from building-assigned instructional facilitators, along with the internal provider provide the best practices needed for the sustainability and fidelity for implementation. ▪ Formative and interim data (CWT, TESS) observations, Lesson Plans, and meeting feedback) are used to insure that data-driven decision-making guides individual and group professional development venues.
By March 31: A cumulative 5% growth rate of 77% for Literacy and 60% for Math will be achieved for All-Student/TAGG group	X		2	03/31/15	▪ All-Student/TAGG Student Groups Baseline: In January 2015, a baseline performance percentage of 70% for

Third Quarter ESEA/ IMO Report

students (7-11). <u>By March 31</u>: A cumulative 5% growth score of 70% for Literacy and 60% for math will be achieved for all Academic Improvement Plan (AIP) identified student groups (7-11).					Literacy and 55% for Math was established. ▪ Academic Improvement Plan (AIP): In January, 2015, a baseline performance percentage of 65% for Literacy and 55% for Math was established. • Daily "exit tickets" for literacy and math are collected every three weeks (as formative assessments) to measure student learning and application levels of new instruction on an interim basis. • Diagnostic testing (pre-post testing) include: The Test of Adult Basic Information (TABE), San Diego Word Recognition assessment, and STAR Literacy Assessment).
By March 31, 2015: 100% of students will complete, pass, and exit the General Educational Development (GED) program at Belle Point.	X		2	03/31/15	• Success is determined by the number and students testing, passing the exam, and exiting the program. • In the 3rd quarter (12 of 12) students completed the General Educational Development (GED) program at Belle Point.
By March 31: The Building Leadership team will achieve 100% sustainability of incorporating student safety and discipline as a standing agenda at each meeting.	X		3	03/31/15	• During the 3rd and 4th quarters, the leadership team made student safety and discipline a standing agenda item. ▪ School safety/disciplinary action data from the previous year and current year are reviewed as a needs

Third Quarter ESEA/ IMO Report

					assessment to maintain a culture of learning. Actionable goals are completed (as needed).
By March 31: An implementation rate of 90% will be established for school contacts to parents that are directly related to school improvement goals.	X		4	03/31/15	• The parental engagement interim Measureable Objective (IMO) to improve participation in school improvement collaboration has shown 10% growth from the 1st quarter through the 3rd quarter. • Technology, face-to-face meetings, call logs by teachers and administrators, and signage at meetings provide two-way accounting of Belle Point's efforts to improve parent cooperation and collaboration for school improvement efforts

ARKANSAS DEPARTMENT OF EDUCATION

2015 Application
District Conversion Public Charter School

Deadline for Receipt of Submission: Tuesday, July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.

Name of Proposed Charter School:

_____

_____

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment Cap: _____

Name of School District: _____

Name of Contact Person: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (___) _____ FAX: (___) _____

Email: _____

Charter Site Address: _____

City: _____

ZIP: _____ Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (___) _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located ***at least three weeks prior to the date of the meeting.***

2. Give the mission statement for the proposed charter school.

Applicant Response:

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name			
District Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	**Assessment Instrument for Measuring Performance**	**Performance Level that Demonstrates Achievement**	**When Attainment of the Goal Will Be Assessed**

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
   For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

7. Describe the educational program to be offered by the charter school

Applicant Response:

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:

A) Employing personnel;
B) Developing and controlling the charter school budget;
C) Managing day-to-day charter school operations;
D) Developing and controlling the school calendar; and
E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

10. Describe the school improvement plan by addressing the following:

A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

B) Health services;

Applicant Response:

C) Media center;

Applicant Response:

D) Special education;

Applicant Response:

E) Transportation;

Applicant Response:

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

G) English Language Learner (ELL) instruction

Applicant Response:

H) Gifted and Talented Program.

Applicant Response:

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.)*

Applicant Response:

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- ☐ Yes
- ☐ No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

- ☐ Yes
- ☐ No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- ☐ Yes
- ☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact

Name of Individual with Prior Charter Experience _____

Position with Proposed Charter _____

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply for a **District Conversion**
Public Charter School

Applicants for district conversion public charter schools are required to send a one-page "**Letter of Intent to Apply for a District Conversion Public Charter School**" to the Arkansas Department of Education.

Submit the signed letter of intent, via email, to the Arkansas Department of Education at the following email addresses no later than 4:00 p.m. **on Tuesday, June 2, 2015** in order for the application to be considered by the authorizer during the 2015 cycle:

ade.charterschools@arkansas.gov

Required format to be followed for the letter of intent:

1. The letter of intent is to be a one-page document;
2. Identify the school district that intends to apply for the charter;
3. Include the contact person's name, full address, daytime telephone number, and email address;
4. Give the name of the school that the district wants to convert to charter status;
5. Provide the name of the proposed public charter school;
6. Describe the location of the proposed public charter school.
7. Identify the grade levels of students intended to be served by the public charter school;
8. Identify the number of students intended to be served by the public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district applying for the charter must sign the letter of intent to apply.

2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.

3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.

6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.

7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.

9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title;

    (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

    (g) Health and safety codes as established by the State Board of Education and local governmental entities.

11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

_____ _____

Signature of Superintendent of School District *Date*

_____

Printed Name

Date	Respondent	Comment	ADE Response
04/17/2015	Lucas Harder, ASBA	4.04.2: Just for clarity, I would recommend adding "under federal law, state law, the rules for standards of accreditation, or other applicable regulations" to the end. Not only would this take out any possible confusion about who determines the maximum authorized amount, but it would bring the regulations closer into alignment with the language from Opportunity Choice, which it's based off of. 6.01.1: I would recommend adding a 6.01.1.1 that includes the requirement for the notification sent to the resident district to include at a minimum the student's name and the date and time the application was received. I've gotten several calls from districts who have received a notification that just includes the student's name and no other information. Without having the date and time of the applications received, the resident district will have a hard time knowing which student actually triggered the 3% cap if it is triggered.	4.04.2 – Comment considered. This change was made. 6.01.1 – Comment considered. No changes were made as a result of this comment. The date and time received by both the resident and nonresident districts are listed on the application.
04/27/2015	Sally Bennett, Superintendent Armorel School District	7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter. Who is going to make the determination that the "proof" submitted is current and valid? Will anything a district submits regarding this claim be accepted at face value?	7.01.1 – Comment considered. No changes were made as a result of this comment. Pursuant to Attorney General's Opinion No. 2003-269, the ADE does not have the authority to interpret federal court orders. The ADE understands that further clarification of this issue has been sought by way of an Attorney General's opinion request. The ADE will review that opinion once it is issued.
04/29/2015	Mary Cameron, BLR	(1) Will Section 1 of Act 560 be placed in the ADE rules? (2) In Rule 7.02.2, shouldn't the reference be to Ark. Code Ann. 6-15-430 instead of 6-15-530?	(1) Comment considered. No changes were made as a result of this comment. Section 1 of Act 560 is a standalone provision. (2) Comment considered. This correction has been made.

05/18/2015	Jennifer Dedman, APSRC	6.05.2 This section could be improved by a definition of "reasonable deadline" under section 3.00. Attachment 1 The school choice form could be improved by a space to list siblings for purposes of school choice. Districts have difficulty quickly identifying student siblings that do not share the same last name.	6.05.2 – Comment considered. No changes were made as a result of this comment. Attachment 1 – Comment considered. Change made asking for any siblings to be listed.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE PUBLIC SCHOOL CHOICE ACT OF ~~2013~~ 2015
~~September 2013~~

1.00 PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of ~~2013~~ 2015.

1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of ~~2013~~ 2015.

2.00 AUTHORITY

2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by ~~Act 1227 of 2013~~ Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

3.01 "Nonresident District" means a school district other than a student's resident district;

3.02 "Parent" means a student's parent, guardian, or other person having custody or care of the student;

3.03 "Resident district" means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;

3.04 "Sibling" means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and

3.05 "Transfer student" means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.

4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.

4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:

4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;

4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building *under federal law, state law, the rules for standards of accreditation, or other applicable regulations*;

4.04.~~2~~3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

4.04.~~2~~3.1 Resides in the same household; and

4.04.~~2~~3.2 Is already enrolled in the nonresident district by choice.

4.04.~~3~~4 Shall not include an applicant's:

4.04.~~3~~4.1 Academic achievement;

4.04.~~3~~4.2 Athletic or other extracurricular ability;

4.04.~~3~~4.3 English proficiency level; or

4.04.~~3~~4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.

4.04.~~4~~5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

4.05 A nonresident district shall:

4.05.1 Accept credits toward graduation that were awarded by another district; and

4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

4.06.1 Availability of the program;

4.06.2 Application deadline; and

4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

5.02 A student may accept only one (1) school choice transfer per school year.

5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.

5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.

5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in ~~or continue enrollment in~~ the nonresident district ~~until the sibling of the transfer student completes his or her secondary education,~~ if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under

Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district ~~with a copy to~~ , which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than ~~June~~ May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.0~~2~~5 By ~~August~~ July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent

and the resident district in writing as to whether the student's application has been accepted or rejected. ~~The notification shall be sent via First-Class Mail to the address on the application.~~

6.0~~2~~5.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.

6.0~~2~~5.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.~~:~~

~~6.02.2.1 A reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null; and~~

~~6.02.2.2 Instructions for the renewal procedures established by the nonresident district.~~

7.00 LIMITATIONS

7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201

~~7.02 A school district annually may declare an exemption under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district is subject to the desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation.~~

~~7.02.1 An exemption declared by a board of directors under Section 7.02 of these rules is irrevocable for one (1) year from the date the school district notifies the Department of Education of the declaration of exemption.~~

~~7.02.2 After each year of exemption, the board of directors may elect to participate in public school choice under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district's participation does not conflict with the school district's federal court-ordered desegregation program.~~

~~7.02.3 A school district shall notify the Department of Education by April 1 if in the next school year the school district intends to:~~

~~7.02.3.1 Declare an exemption under Section 7.02 of these rules; or~~

~~7.02.3.2 Resume participation after a period of exemption.~~

~~7.02.3.3 A school district shall provide the notifications under Section 7.02.3.1 or 7.02.3.2 to:~~

~~Office of the Commissioner~~
~~ATTN: Arkansas Public School Choice Act~~
~~Four Capitol Mall~~
~~Little Rock, AR 72201~~

7.0~~3~~2 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the ~~school district's three-quarter average daily membership for the~~ immediately preceding school year.

7.0~~3~~2.1 For the purpose of determining the percentage of school choice transfers under Section 7.0~~3~~2 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student~~, and siblings who are counted in the denominator as part of the average daily membership shall count as one (1) student~~.

7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ *6-15-430*(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

7.0~~3~~2.~~2~~3 Annually by ~~June 1~~ December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the ~~current~~ next school year.

7.0~~3~~2.~~3~~4 If a student is unable to transfer due to the limits under Section 7.0~~3~~2 of these rules, the resident district shall give the student priority for a transfer in the ~~following~~ first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.

8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.

8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.

8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.

8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days

after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

~~**9.00 EFFECTIVE DATE**~~

~~The provisions of the Arkansas Public School Choice Act of 2013 and these rules shall remain in effect until July 1, 2015.~~

~~10~~9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

~~10~~9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

~~10~~9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

~~10~~9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

~~10~~9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.

~~10~~9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.

~~10~~9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.

~~10~~9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).

~~10~~9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).

~~10~~9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.

~~10~~9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.

~~10~~9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

ATTACHMENT 1

APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT "ARKANSAS PUBLIC SCHOOL CHOICE ACT OF ~~2013~~ 2015" (Must Be Submitted to Non-Resident ~~and Resident~~ Districts~~)~~

APPLICANT INFORMATION

Student Name:

Student Date of Birth: Gender Male ☐ Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐

Is applicant currently under expulsion? Yes ☐ No ☐

ETHNIC ORIGIN (CHECK ONE) (For data reporting purposes only)

2 or More Races ☐ Asian ☐ African-American ☐

Hispanic ☐ Native American/ Native Alaskan ☐ Native Hawaiian/ Pacific Islander ☐

White ☐

RESIDENT SCHOOL DISTRICT OF APPLICANT

District Name: County Name:

Address:

Phone:

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name: County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? *If so, please list*:

PARENT OR GUARDIAN INFORMATION	
Name:	Home Phone:
Address:	Work Phone:
Parent/Guardian Signature	Date:

Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district ~~(with a copy to the resident district)~~ or postmarked no later than ~~June~~ May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of ~~2013~~ 2015 for specific procedures on how to file such an appeal).

DISTRICT USE ONLY					
Date and Time Received by Resident District:			Date and Time Received by Nonresident District:		
Resident District LEA #:			Nonresident District LEA#:		
Student's State Identification #:					
Application	Accepted		Rejected		
Reason for Rejection (If Applicable):					
Date Notification Sent to Parent/Guardian of Applicant:					
Date Notification Sent to Resident District :					