



ARKANSAS
DEPARTMENT
OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

September 11, 2015

Arkansas Department of Education

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Back Print

Reports

Report-1 Chair's Report

Presenter: Toyce Newton

Report-2 Commissioner's Report

Presenter: Commissioner Johnny Key

Report-3 Recognition of PAEMST – Brian Leonard and Amanda Jones

On July 1, 2015, the White House announced the winners of the Presidential Awards for Excellence in Mathematics and Science Teaching. Amanda Jones, a science teacher at Poyen High School in Poyen, Arkansas, and Brian Leonard, a mathematics teacher at Lake Hamilton High School in Percy, Arkansas, are recipients of the 2013 Presidential Awards for Excellence in Mathematics and Science Teaching.

Presenter: Michele Snyder and Anthony Owen

Report-4 Title I Distinguished Schools

The National Title I Distinguished School program is an important element in the National Title I Association's efforts to share positive examples of Title I schools making a difference in the educational lives of their students. This has a two-fold benefit: providing much needed attention to successful schools and also helping to remind those in Congress and elsewhere that federal funds designated for Title I are a wise and valuable use of taxpayer dollars. The school was chosen by the Arkansas State Department of Education based on outstanding performance in one of these two categories.

Category 1: Schools that have exceeded adequate yearly progress-or alternative accountability criteria for those states with ED-approved ESEA Flexibility Requests - for two or more years.

Category 2: Schools that significantly closed the achievement gap between subgroups of students. Only two (2) schools per state can be selected as a National Title I Distinguished School each year, this award is an especially prestigious honor for the school, staff and students.

Presenter: Otistene Smith

Report-5 Stakeholders and Immigrant Parent Forum

Dr. Bradley Scott, Director, IDRA South Central Collaborative for Equity – Equity Assistance Center (EAC) for federal Region VI will briefly describe the presentations the EAC will conduct in several communities in Arkansas to support parent leadership, engagement, and parent/school partnership building for immigrant parents to support their children’s public school success in the context of a Quality Schools Action Framework. The series of stakeholders and immigrant parent forums will be conducted across Arkansas from September 11-17, 2015.

Presenter: Dr. Bradley Scott

Report-6 Review the dates and format for quarterly progress reports from Priority and/or Academic Distress schools

The Department requests the Board review the dates and format for quarterly progress reports from Priority and/or Academic Distress schools.

Presenter: Dr. Richard Wilde

Report-7 Learning Services Report

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

Presenter: Dr. Debbie Jones

Report-8 Education Renewal Zones Report

The Education Renewal Zones (ERZ) Annual Report will be presented to the State Board of Education.

Presenter: Dr. Debbie Jones

Report-9 Update on Content Standards and Assessment

This information is provided to update the State Board of Education on the National Center and State Collaborative (NCSC).

Presenter: Ms. Hope Allen

Report-10 Computer Science Report

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

Presenter: Anthony Owen

Report-11 Report from the Special Committee on Academic Distress

On Friday, June 12, 2015 the Special Committee on Academic Distress met with the Belair Middle School and Pine Bluff High School in the Pine Bluff School District to hear a progress report. These schools are identified in Academic Distress. The Special Committee met with the school administrators on Friday, August 14, 2015 to consider the progress toward meeting three recommendations:

1. Members of the local school board and the district leadership team, including the new superintendent, could benefit from trainings to build leadership capacity and to learn strategies to better support schools in

Academic Distress and/or Priority School Status. The training could be provided by the ADE School Improvement Unit (SIU) in consultation with the Arkansas School Boards Association.

2. The State Board should direct the School Improvement Unit, Division of Public School Accountability to collaboratively create a strategic plan for district-wide implementation in school year 2015-16.

3. The district leadership team with support from the School Improvement Unit will monitor site/school specific implementation of the plan and report to the State Board quarterly. ADE School Improvement Unit would then report quarterly on the progress of the district.

Presenter: *Vicki Saviers, Chair of the Special Committee*

FOR IMMEDIATE RELEASE
July 2, 2015

Contact: Anthony Owen or Michele Snyder
501-682-7442

TWO ARKANSAS TEACHERS CHOSEN AS NATIONAL AWARDEES FOR
PRESIDENTIAL TEACHING AWARD

On July 1, 2015, the White House announced the winners of the Presidential Awards for Excellence in Mathematics and Science Teaching. Amanda Jones, a science teacher at Poyen High School in Poyen, Arkansas, and Brian Leonard, a mathematics teacher at Lake Hamilton High School in Percy, Arkansas, are recipients of the 2013 Presidential Awards for Excellence in Mathematics and Science Teaching.

Mrs. Jones's profile is available at

https://recognition.paemst.org/finalist_profile/32417

Mr. Leonard's profile is available at

https://recognition.paemst.org/finalist_profile/32257

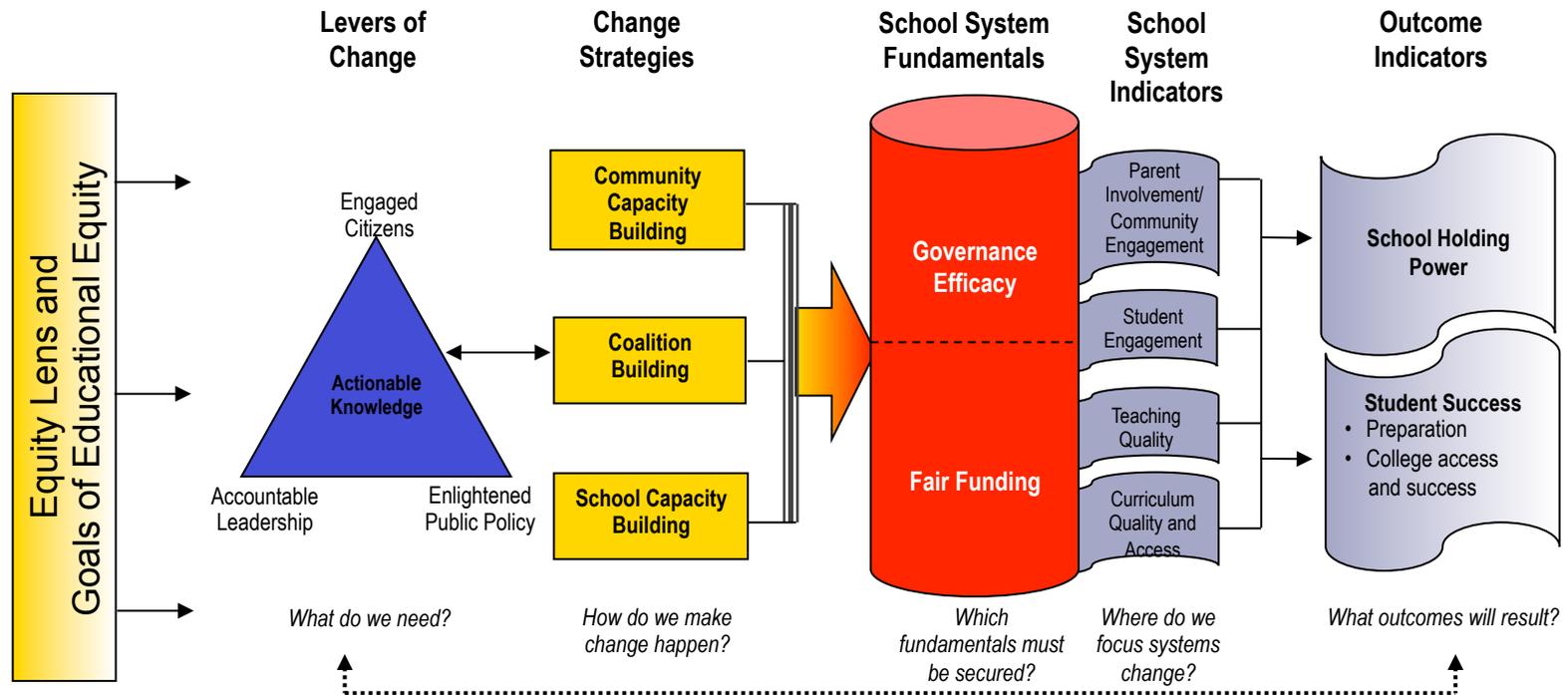
This presidential award is the nation's highest honor for mathematics and science teachers for grades K-12. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science education.

This year, a national committee of distinguished scientists, mathematicians and educators selected 108 teachers from the nation to receive the awards.

In addition to a presidential citation, Mrs. Jones and Mr. Leonard will each receive a \$10,000 award and a trip to Washington, DC for professional development activities and an awards ceremony. They will also be recognized at the state level during the 2015 Arkansas Curriculum Conference.

Additional information on the Presidential Awards for Excellence in Mathematics and Science Teaching Awards can be found at: <https://www.paemst.org/>

Quality Schools Action Framework





Bradley Scott, Ph.D.

*Senior Education Associate, Intercultural Development
Research Association*

Bradley Scott, Ph.D., an IDRA senior education associate, brings more than 40 years of experience to the field of education. At IDRA, he serves as director of the IDRA equity assistance center, the South Central Collaborative for Equity. The center works with school districts in Texas, New Mexico, Louisiana, Oklahoma and Arkansas, in the implementation of educational equity plans that increase equitable educational opportunity and greater access to high quality instruction for all students regardless of their race, gender or national origin; the preparation and adaptation of desegregation and unitary status plans and settlement agreements to decrease and eliminate racial isolation in public schools; community, parent and student involvement in the diverse school setting; establishment of nondiscriminatory policies; elimination of racially bias curricular materials, establishment of safe/non-hostile school environments, and the reduction of bullying, harassment and school violence for all students; and the creation of alternative materials development of human relations activities to promote racial harmony and an appreciation for diversity in public schools.

Dr. Scott earned his doctor of philosophy with a concentration in educational administration from the University of Texas at Austin. He received a bachelor's degree in French and education from Grove City College in Pennsylvania and a master's degree in early childhood and elementary education from the University of Texas at San Antonio. Dr. Scott is proficient in both English and French.

Dr. Scott has conducted training and provided technical assistance in human relations, intrapersonal and interpersonal communication, management and leadership skills development, effective leadership in diverse and desegregated settings, multicultural education, training for diversity, developing cross-cultural competence, and creating educational excellence for all through systemic change based on the *Goals of Educational Equity*. His broad background has been instrumental in his present capacity where he provides technical assistance and training to public school districts, school personnel, students in those schools, parents and community persons in the development and implementation plans to cope with educational issues emerging from the desegregation, unitary status, and settlement agreement processes and the effort to create educational equity and excellence for all learners in public schools.

Dr. Scott has authored and co-authored numerous publications at IDRA including *Magnet Schools: Pockets of Excellence in a Sea of Diversity* and *It's a Matter of Race: Race Relations in a Desegregated Setting*. He also co-authored IDRA's gender equity curriculum for middle school students, *Minority Women in Science: Forging the Way*. He authored, the national EAC network publication on Response to Intervention, *Response to Intervention: An Equity Perspective*, and is the creator of the document, *The Goals of Educational Equity and School Reform*.

**State Board of Education
Division of Learning Services
September 2015 Report
Dr. Debbie Jones**

2015 Graduating Class ACT Report

Arkansas has received the State ACT data for the graduating class of 2015 and 26,955 students or 93% of Arkansas seniors participated in the ACT assessment. Nationally, 1,924,436 students or an average of 59% of the graduating class took the ACT. Arkansas's ACT graduating class had 22% potential first-generation students or students whose parents did not enroll in post-secondary education, compared to 18% nationwide.

The data provided below is based upon the last ACT assessment the graduating senior took, either during the Voluntary Universal ACT Administration or completed personally on the national assessment dates.

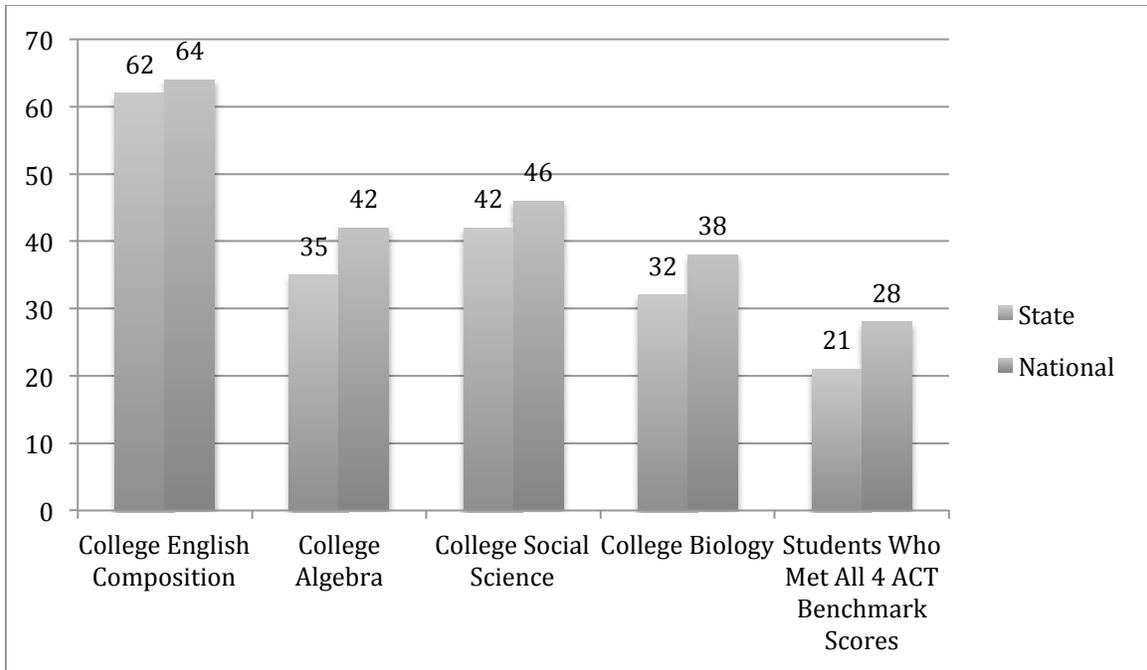
ACT reports College Readiness Benchmark Scores, which are the minimum scores needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. Subject areas include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores, updated August 2013, are below:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

**2013 ACT College Readiness Benchmark in science decreased from 24 to 23, and the ACT College Readiness Benchmark in reading increased from 21 to 22.*

How does Arkansas compare with the nation on the ACT Composite score?

Figure 1 below indicates the comparison of National ACT Benchmark scores compared to Arkansas ACT Benchmark scores. This indicates the percent of students ready for college-level coursework.



Do Arkansas students reach ACT College Readiness Benchmark Scores?

Table 1.1 in the State Board of Education attachment displays the State's percent performance meeting ACT College Readiness Benchmark Scores compared to national performance. The reported scores are the latest ACT scores for the graduating seniors of 2015.

- The number of students tested has steadily increased since 2012 with 26,955 graduating seniors having ACT scores.
- English decreased from 63% to 62% in 2015 with the national average at 64%.
- Mathematics has remained at 35% for three years with 42% as the national average.
- Reading increased from 41% to 42% in 2015 and the national average is 46%.
- Science remained at 32% as the previous year with 38% as the national average.
- 21% of Arkansas students met all four ACT Benchmarks compared to 28% in the nation.

Table 1.2 in the State Board of Education attachment displays not only the average ACT scores for the four content areas but also provides the five-year composite scores as compared to the nation. Arkansas students have an average ACT Composite score of 20.4, the same as 2014 but also the five-year high. The average national composite score for 2015 is 21.0.

What do ACT scores indicate about level of preparation?

In all content areas students score higher on ACT Benchmarks when they take courses in the “Core or More,” which simply means students take four or more years of English AND three or more years each of math, social studies and natural science.

How do Arkansas students perform on the ACT when compared by race and ethnicity?

African-American seniors compose 4,540 or 17% of the total scores for 2015 and Arkansas seniors and have an average ACT composite of 16.9%. Hispanic or Latino students show a five-year high participation rate; they account for 2,342 or 9% of the scores with an average composite of 19. Caucasian students account for 17,071 or 63% of the scores with an average composite of 21.6.

- 77% of African-American students take the Core or More compared to 85% of Hispanic/Latino and 87% of Caucasian students. Participating in the Core or more accounts for about a three point increase in each ACT Benchmark.
- 46% of participants were male and 53% were female with insignificant differences in their composite scores, 20.5 composite for males and 20.4 composite for females.
- Males outperform females on math and science, and females performed better in English and reading.

What can we learn from the 2015 ACT scores?

- Arkansas has an opportunity to improve in English, reading, and science, where at least 10% of the students were only 1 or 2 points below the Benchmark.
- 34% who met three or four ACT Benchmarks have a strong likelihood of experiencing success in college.
- A good way to improve college readiness is to get more students to take college preparatory core curriculum.
- 90% of Arkansas’s 2015 graduates reported they aspired to post-secondary education. In **2014**, 91% aspired to enroll compared to 67% who actually did enroll. We need to work to close the aspirational gap.
- Holistic Approach
 - Core academic skills include the domain-specific knowledge and skills
 - Cross-cutting Capabilities - technology, information literacy, collaborative problem-solving, thinking, meta-cognition, studying and learning.
 - Behavioral skills - interpersonal, self-regulatory
 - Education and career navigation skills - personal informed, relevant decisions, actionable, achievable plans

Expectations of the Future

In the upcoming 2015-2016 school year, Arkansas will administer the ACT statewide in grade 11, which has previously been voluntary for the school and paid with categorical funds. The decision to provide ACT free to school districts and families centrally focused on preparing all students for college and work, and has benefits for the State.

1. Statewide administration of the ACT ensures that all minority and low-income students are taking the most widely-used college readiness assessment.

Administering the ACT statewide ensures that every low-income and minority student in the State has the opportunity to take the ACT. This breaks down a significant barrier to access to four-year colleges and universities, nearly all of which require an assessment of college readiness as a prerequisite for admission. For example:

- In Kentucky, more than 7,700 additional low-income students took the ACT in the first year of statewide testing (academic year 2008–2009) than the previous academic year—an increase of 83%, compared to a 43% increase for all students.
- Utah saw more than 1,800 additional Hispanic students take the ACT in the first year of statewide testing (academic year 2011–2012) than the previous academic year—a 77% increase, compared to a 30% increase for all students.

2. Post-secondary enrollment has increased among ACT-tested, low-income students in some states.

Often, statewide administration is associated with increases in post-secondary enrollment among ACT-tested, low-income students above what would have been expected before statewide testing. The size of the increases varies, but some examples stand out: In the first five years of Michigan’s statewide testing, 30,500 additional ACT-tested low-income students enrolled in post-secondary education than enrollment trends before statewide adoption would have predicted.

In Kentucky, in the first four years of statewide testing, 7,100 more ACT-tested low-income students enrolled in post-secondary education than enrollment trends before statewide adoption would have predicted.

3. In most states that have adopted the ACT statewide, average ACT Composite score and the percentage of students meeting all four College Readiness Benchmarks both initially drop, but eventually rebound.

When considering a move to statewide ACT testing, states should be aware that their average state ACT Composite score, and the percentage of students meeting all four ACT College Readiness Benchmarks, will almost certainly decrease when more students are tested than just those who already planned to attend college. Most states that have implemented statewide ACT administration have experienced such a drop in average ACT Composite score and Benchmark attainment. However, in those states for which

ACT has enough years of statewide testing data, average ACT Composite score and Benchmark attainment have gone on to improve as more students make progress toward becoming ready for college and career by high school graduation. For example:

- Colorado’s average ACT Composite score dropped from 21.5 to 20.1 in the first year of statewide testing (academic year 2001–2002), when an additional 16,500 students tested. However, in subsequent years, the average ACT Composite score increased, reaching 20.6 in 2014. Similarly, the percentage of students meeting all four Benchmarks dropped from 24% of all tested students to 18% , but by 2014 the percentage climbed to 25%.
- In Illinois, the average ACT Composite score decreased from 21.6 to 20.1 in the first year of statewide testing (academic year 2000–2001), when an additional 39,400 students tested, but increased to 20.7 by 2014. Similarly, the percentage of students meeting all four Benchmarks dropped from 26% to 19%, but had reached 25% by 2014.

When states commit to all students taking the ACT—rather than just a self-selected group of college-bound students—average performance will decrease temporarily, but this is offset by eventual recovery, as well as, an immediate increase in access and opportunities by students who may not have participated in college readiness testing without statewide adoption.

The Benefits of Statewide Use of the ACT® Test, ACT 2006

Statewide Administration of the ACT® Test: Removing Barriers for All Students, 2015

Curriculum & Instruction

Standards alignment-math and English Language Arts (ELA)

The Curriculum and Instruction Unit has begun the process of organizing the review of the Common Core State Standards for Mathematics and Literacy. The unit is committed to following the procedures set forth for review and revision of the standards in 4.0 in the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) rules.

Arkansas Department of Education has contracted with four Arkansas content experts for analysis of the standards. The expert reviews will be completed by September 21, 2015. The Arkansas content experts are the following:

- Dr. Shannon Dingman, who is an associate professor of mathematics at the University of Arkansas-Fayetteville. He received his Ph.D. in Mathematics Education from University of Missouri-Columbia. Dr. Dingman's research has focused on mathematics and science education, and he has published many articles related to common math standards.
- Dr. Allan Cochran-Fayetteville is a professor of mathematics at the University of Arkansas. He received his Ph.D. in Topological Algebras from the University of Oklahoma. Dr. Cochran currently serves as the Trigonometry Coordinator for the Mathematics Department at the University of Arkansas-Fayetteville. He has

worked extensively to train mathematics teachers in the northwest Arkansas region.

- Dr. Donna Wake is an associate professor of English Language Arts/Reading/Literacy at the University of Central Arkansas. She received her Ph.D. in Curriculum, Instruction and Technology in Education from Temple University. Her research has focused on pre-service teacher training and technology and literacy instruction.
- Dr. Dixie Keyes is an associate professor of middle level education at Arkansas State University (ASU) and the Director of the Arkansas Delta Writing Project at ASU. She received her Ph.D. in Curriculum and Instruction from the University of Houston. She is currently involved in conducting narrative research regarding teacher curriculum-making with critical literacy for middle level learners.

Two committees will be formed, one for English language arts and one for mathematics. Each committee consists of approximately 75 educators from across the State. Arkansas literacy and mathematics specialists will be utilized to facilitate grade-level meetings.

On September 4, 2015, the Arkansas Department of Education (ADE) launched a survey for both literacy and mathematics standards. Educators, parents and community members will have an opportunity throughout the month of September to give input pertaining to specific standards. The survey is intended to assist the two committees in the review process.

Guidance/School Counseling Fall Meetings

Meetings will take place to provide professional development to Arkansas Counselors during September, October, and early November. A survey was sent to counselors during May to determine interest areas. Training provided will include the following topics:

- The Role of the School Counselor in RTI
- ADE and Legislative Updates
- E-sharing of lesson plans
- Career planning for secondary students
- Interpreting the ACT Aspire Scores
- Review of the draft of Public School Student Services Program Planning and Arkansas Model document

Professional Development Literacy

Literacy Design Collaborative (LDC) held a pilot training for elementary schools at Horatio Elementary School. ADE and school leaders are meeting to create a yearly plan for further training and teacher support.

The committee, working on the new Implementing a Comprehensive Literacy Framework K-1, continued to meet through the summer to develop Module 3: Developing Oral Language and Vocabulary. The module will be available in late fall.

Play It Again Arkansas

Coordinator of Play It Again Arkansas, John Caldwell, contacts band directors in Arkansas to share the mission of the unit, which is to refurbish instruments and provide the instruments to students in need.

Literacy Design Collaborative (LDC)/Mathematics Design Collaborative (MDC)

Marshal Hurst was asked to start a blog series about integrating technology in professional development for Mobility Labs on the Professional Development website. Mobility Labs has a great team of developers, designers, content strategists and educational experts that design and build great software that solves real-world problems. They were contracted by the Bill and Melinda Gates Foundation to build an online community and digital toolkit called PDredesign to support school districts. They also partnered with LDC to build LDC CoreTools, an online process that streamlines lesson planning and curriculum creation.

The first post for the blog is located at: <http://www.mobility-labs.com/2015/integrating-technology-into-professional-development-and-the-classroom>

Science

This summer was a very busy time for science professional development. Over 180 science professional development sessions were offered to teachers around the State through the educational service cooperatives and Science, Technology, Engineering, and Math (STEM) centers. These sessions were designed to support the upcoming implementation of the Arkansas K-12 Science Standards. ADE is in the process of analyzing data gathered from State-initiated science professional development participants and will make that available to the State Board of Education.

Math and Science Partnership Grants

All current grant projects were visited and evaluated this summer. Teachers were engaged with excellent professional development in each of the sites visited. Grant projects are currently being held at Northeast Arkansas Educational Service Cooperative in Walnut Ridge, University of Arkansas at Fayetteville (2), Southern Arkansas University, University of Central Arkansas, University of Arkansas at Little Rock, and the Guy Fenter Educational Service Cooperative in Branch. Over 200 teachers were enrolled in the projects offered this summer. Topics ranged from elementary science content in physical science to middle school mathematics and science. Teachers were observed planning detailed lessons for middle school science based on essential questions, teaching others about math concepts, and performing lab experiments with probes while analyzing data. All of the training sessions were very engaging for the participants. Teachers made very positive statements about the quality of the training and the outstanding qualifications of the instructors.

The continuation grants for Year 3 have been processed, and the grant award documents will be sent to the universities and the educational cooperatives this month.

The program manager, Rene Carson, will be attending the national meeting in Washington, D. C. in September. The U. S. Department of Education will be hosting the meeting and will offer training and professional development for all program managers.

Arkansas Educational Television Network (AETN)

On June 1, 2015, ArkansasIDEAS took a large step toward the future with the launch of the new Learning Management System (LMS). The LMS gave life to a dream two years in the making and has a sleek new design with easier navigation and the ability to grow with AETN as they strive to better serve Arkansas educators. The system allowed AETN to streamline the user registration system and integrate with the Arkansas Educator Licensure System (AELS) allowing for faster verification of teacher accounts and additional tracking and management possibilities in the future. On opening day, over 500 new registrations entered the system. As of date, the LMS now boasts 542 courses, more than 11,000 registered users, and has awarded over 43,000 credit hours. AETN will now focus attention on exploring some of the advanced features that the new LMS has to offer, including Administrator Level Reporting, Facilitator Lead Courses, and Assigned Programs of Study.

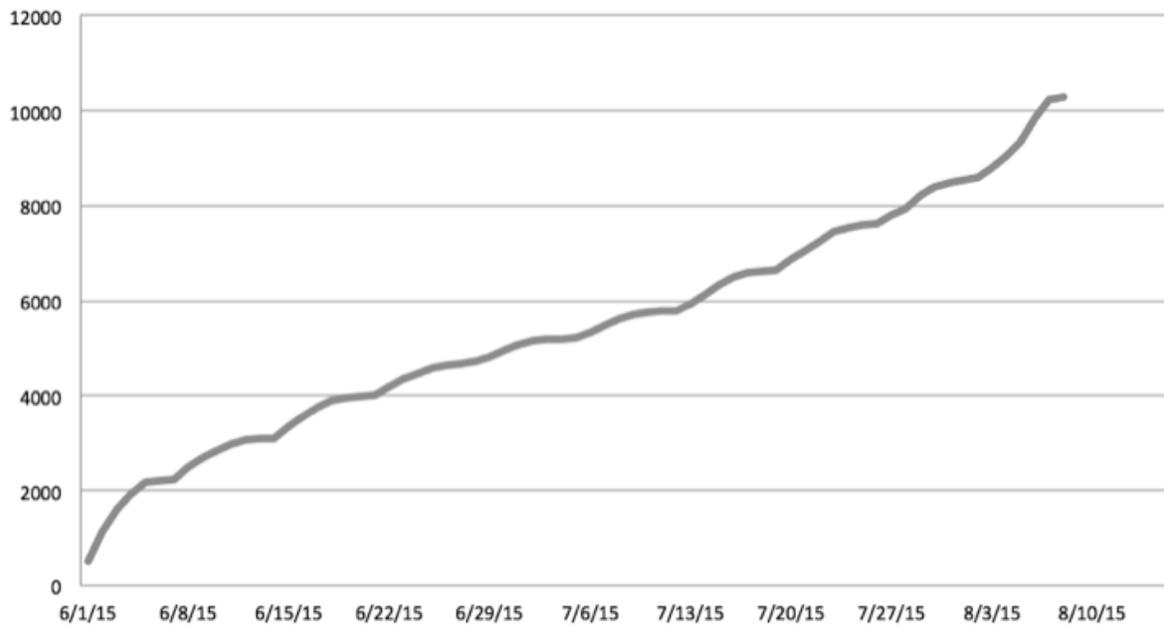
Spring 2015 brought two new partners to the table with opportunities to expand the way AETN serves school districts. Steps were taken to copy the existing teacher and administrator mentoring courses to the ArkansasIDEAS LMS. Beginning fall 2015, all teachers and administrators can access the mentoring program courses in the same system with their existing professional development. The Arkansas School Board Association is collaborating to develop the first of a series of courses designed to assist local school board members with needed training and professional development support.

ArkansasIDEAS currently offers four programs of study designed around courses selected by the ADE to be a comparable alternative to the required traditional college credit hours in Arkansas History for out-of-state educators seeking an Arkansas license or disciplinary literacy for licensed educators seeking to add grade-level endorsements. In order to earn the 45-hour professional development credit, courses must be taken as part of the Program of Study and ArkansasIDEAS must verify satisfactory completion of each component. This verification includes 1) time spent viewing each video; 2) number of attempts at assessments; 3) passing score of 80% or above on all assessments and 4) completion of the course survey. These Programs of Study are in their second year and participation continues to increase, 258 certificates were awarded for Disciplinary Literacy and 354 for Arkansas History.

Course Title	Course Completions
More Than Sad: Teen Suicide / Depression - Prevention and Awareness Programs	1,238
Act 770 of 2011: Gatekeepers - Youth Suicide Prevention Awareness	1,216
Dyslexia: A Three-Part Professional Awareness	1,111

Act 1236 of 2011: Child Maltreatment (January 2014)	843
Communicable Diseases: A Course for Arkansas Coaches	593
The Jason Foundation: Suicide Awareness and Prevention - 'Choices'	569
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User Registration





Profile Report - State

Graduating Class 2015

Arkansas

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This report provides information about the performance of your 2015 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2015. Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included in the report.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students who met or exceeded ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores, updated in August of 2013, are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

21% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 26,955 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 84% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.2 reports 2% of the cohort took less than three years of math courses. Of these students, 8% were college ready. 9% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 8% of these students were college ready. In comparison, 40% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 7% of the cohort took less than three years of natural science courses. 9% of these students were college ready. In comparison, 34% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 56% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Service at 319-337-1309 or customerservices@act.org.

Section I

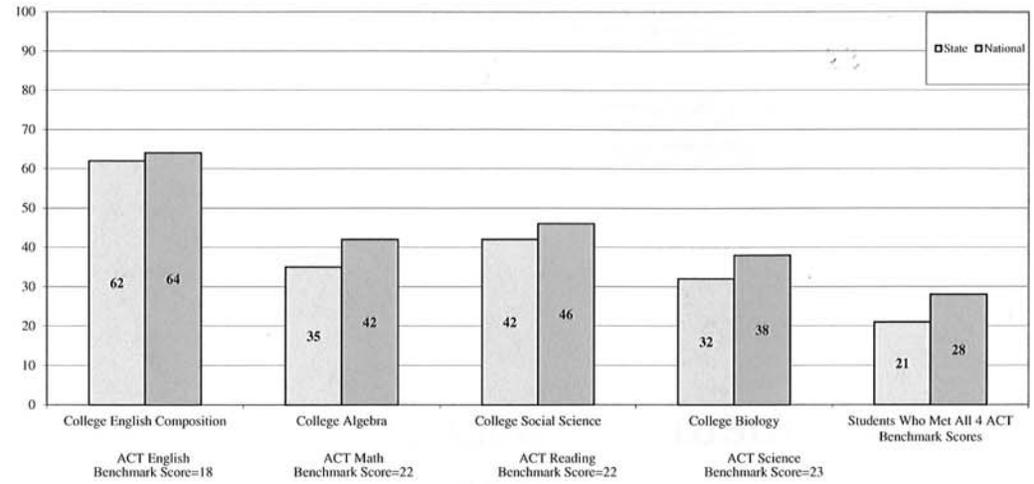
Executive Summary

Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.
Also beginning in August 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

To find the results of only standard time or extended time test takers, refer to Tables 1.7 and 1.8 on page 10.

Total Students in Report: 26,955

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Total Students in Report: 26,955

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2011	27,020	1,623,112	61	66	33	45	44	52	21	30	17	25
2012	26,058	1,666,017	64	67	36	46	48	52	23	31	19	25
2013	25,875	1,799,243	63	64	35	44	39	44	29	36	20	26
2014	26,821	1,845,787	63	64	35	43	41	44	32	37	21	26
2015	26,955	1,924,436	62	64	35	42	42	46	32	38	21	28

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2011	27,020	1,623,112	19.6	20.6	19.7	21.1	20.2	21.3	19.8	20.9	19.9	21.1
2012	26,058	1,666,017	20.0	20.5	20.0	21.1	20.6	21.3	20.1	20.9	20.3	21.1
2013	25,875	1,799,243	19.9	20.2	19.9	20.9	20.5	21.1	20.1	20.7	20.2	20.9
2014	26,821	1,845,787	20.1	20.3	19.9	20.9	20.8	21.3	20.3	20.8	20.4	21.0
2015	26,955	1,924,436	20.0	20.4	20.0	20.8	20.9	21.4	20.3	20.9	20.4	21.0

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2011	1,623,112	20.6	21.1	21.3	20.9	21.1
2012	1,666,017	20.5	21.1	21.3	20.9	21.1
2013	1,799,243	20.2	20.9	21.1	20.7	20.9
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0

Total Students in Report: 26,955

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent ²		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More ¹	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2011	20,015	5,275	74	20	20.9	15.8	20.5	17.1	21.2	17.1	20.7	17.0	21.0	16.9
2012	21,175	4,155	81	16	21.0	16.2	20.6	17.3	21.3	17.6	20.7	17.5	21.0	17.3
2013	21,049	3,962	81	15	20.8	16.3	20.5	17.4	21.3	17.5	20.8	17.4	21.0	17.3
2014	22,335	3,538	83	13	21.0	16.0	20.5	17.2	21.5	17.4	20.9	17.3	21.1	17.1
2015	22,572	3,364	84	12	20.8	16.2	20.5	17.5	21.5	17.7	20.9	17.7	21.1	17.4

¹Core or More* results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

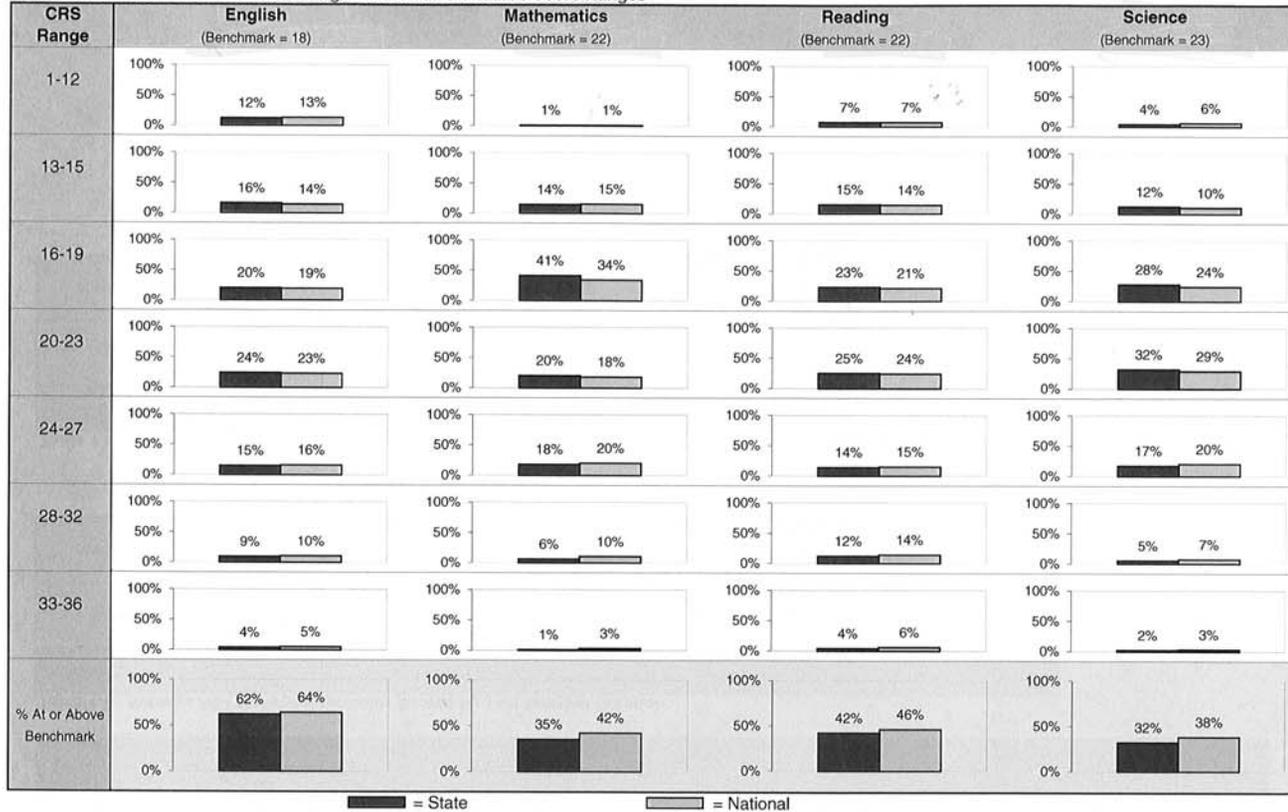
²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

	2011			2012			2013			2014			2015		
	N	%	Avg												
All Students	27,020	100	19.9	26,058	100	20.3	25,875	100	20.2	26,821	100	20.4	26,955	100	20.4
Black/African American	4,880	18	16.6	4,677	18	16.9	4,403	17	16.7	4,452	17	16.9	4,540	17	16.9
American Indian/Alaska Native	274	1	19.8	178	1	19.7	161	1	19.5	138	1	19.8	167	1	19.6
White	17,526	65	21.1	17,282	66	21.4	16,784	65	21.4	17,181	64	21.6	17,071	63	21.6
Hispanic/Latino	1,666	6	18.5	1,776	7	18.7	2,005	8	18.9	2,179	8	18.8	2,342	9	19.0
Asian	492	2	21.4	433	2	21.3	416	2	22.1	466	2	22.3	519	2	22.5
Native Hawaiian/Other Pacific Islander	19	0	19.3	28	0	18.9	37	0	18.2	54	0	17.2	41	0	18.4
Two or more races	601	2	20.6	758	3	20.7	920	4	20.8	942	4	20.8	1,106	4	20.7
Prefer not to respond/No response	1,562	6	18.1	926	4	19.3	1,149	4	19.0	1,409	5	19.1	1,169	4	19.1

Total Students in Report: 26,955

Table 1.6. Percent of Students in College Readiness Standards Score Ranges



Total Students in Report: 26,955

Table 1.7. Average ACT College Reportable Scores by Test Session Duration

Student Group	Test Session Duration	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Standard Time	26,204	97	20.1	20.0	20.9	20.4	20.5
	Extended Time	751	3	16.0	17.5	18.0	17.6	17.4
	Total	26,955	100	20.0	20.0	20.9	20.3	20.4
National	Standard Time	1,838,433	96	20.6	21.0	21.5	21.1	21.2
	Extended Time	86,003	4	16.5	18.1	18.8	18.3	18.1
	Total	1,924,436	100	20.4	20.8	21.4	20.9	21.0

Table 1.8. Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration

Student Group	Test Session Duration	Percent of Students				
		English	Mathematics	Reading	Science	Met All Four
State	Standard Time	63	36	43	32	22
	Extended Time	36	19	29	20	13
	Total	62	35	42	32	21
National	Standard Time	65	43	47	39	28
	Extended Time	38	22	32	23	16
	Total	64	42	46	38	28

Section II Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included. Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 26,955

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages

ACT Score	English		Mathematics		Reading		Science		Composite		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	81	100	16	100	147	100	93	100	12	100	36
35	300	100	59	100	121	99	105	100	45	100	35
34	386	99	90	100	409	99	158	99	113	100	34
33	366	97	87	99	464	97	175	99	169	99	33
32	377	96	149	99	524	96	245	98	292	99	32
31	471	94	140	99	733	94	126	97	303	98	31
30	428	93	205	98	698	91	195	97	436	97	30
29	526	91	318	97	617	89	342	96	503	95	29
28	575	89	710	96	702	86	411	95	703	93	28
27	711	87	821	93	754	84	540	93	902	90	27
26	935	84	1,285	90	807	81	1,095	91	1,043	87	26
25	1,241	81	1,138	86	861	78	1,468	87	1,158	83	25
24	1,206	76	1,581	81	1,392	75	1,502	82	1,463	79	24
23	1,540	72	1,493	76	1,528	69	2,140	76	1,527	74	23
22	1,419	66	1,422	70	1,678	64	1,780	68	1,744	68	22
21	1,760	61	1,173	65	1,602	58	2,478	62	1,885	61	21
20	1,791	54	1,352	60	1,845	52	2,185	52	1,996	54	20
19	1,238	48	1,954	55	1,588	45	2,179	44	2,091	47	19
18	1,359	43	2,146	48	1,860	39	2,090	36	1,957	39	18
17	1,247	38	3,228	40	1,400	32	1,385	28	1,975	32	17
16	1,452	33	3,647	28	1,371	27	1,847	23	1,943	25	16
15	2,092	28	2,329	15	1,550	22	1,521	16	1,654	17	15
14	1,272	20	1,038	6	1,300	16	899	11	1,359	11	14
13	934	16	364	2	1,244	11	868	7	985	6	13
12	865	12	144	1	947	7	472	4	513	3	12
11	840	9	51	1	468	3	348	2	150	1	11
10	676	6	6	1	225	1	177	1	27	1	10
9	470	3	4	1	50	1	83	1	6	1	9
8	241	1	5	1	34	1	34	1	0	1	8
7	102	1	0	1	16	1	6	1	0	1	7
6	40	1	0	1	15	1	6	1	1	1	6
5	8	1	0	1	0	1	0	1	0	1	5
4	5	1	0	1	4	1	0	1	0	1	4
3	0	1	0	1	0	1	1	1	0	1	3
2	1	1	0	1	1	1	0	1	0	1	2
1	0	1	0	1	0	1	1	1	0	1	1
Avg (SD)	20.0 (6.4)		20.0 (4.6)		20.9 (6.1)		20.3 (4.9)		20.4 (5.0)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Total Students in Report: 26,955

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subscore Averages

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
18	757	100	421	100	560	100	833	100	368	100	69	100	80	100	18
17	1,218	97	338	98	1,086	98	1,081	97	522	99	112	100	26	100	17
16	962	93	1,395	97	1,141	94	1,505	93	1,097	97	281	99	419	100	16
15	1,152	89	1,526	92	1,695	90	1,817	87	1,073	93	903	98	992	98	15
14	1,175	85	1,649	86	1,483	83	1,803	81	1,464	89	1,815	95	1,549	94	14
13	1,304	80	1,920	80	2,067	78	1,796	74	2,218	83	2,319	88	2,153	89	13
12	1,762	76	2,474	73	2,563	70	2,161	67	2,689	75	2,333	80	2,720	81	12
11	2,887	69	2,693	64	2,213	61	1,998	59	2,169	65	3,708	71	2,730	71	11
10	2,938	58	2,789	54	3,487	52	2,261	52	2,810	57	4,999	57	4,417	60	10
9	2,337	47	3,108	44	2,362	40	2,349	43	2,530	47	4,053	39	4,021	44	9
8	2,379	39	2,909	32	3,302	31	2,116	35	3,256	37	3,104	24	3,428	29	8
7	2,428	30	1,770	21	2,482	19	2,145	27	3,893	25	1,808	12	1,759	16	7
6	2,219	21	1,397	15	1,286	9	2,470	19	1,705	11	474	5	1,135	10	6
5	1,518	13	1,349	10	731	5	1,491	10	715	4	563	4	813	6	5
4	1,061	7	864	5	301	2	802	4	276	2	90	2	225	3	4
3	630	3	294	1	80	1	245	1	125	1	266	1	353	2	3
2	198	1	53	1	99	1	75	1	41	1	6	1	15	1	2
1	30	1	6	1	17	1	7	1	4	1	52	1	120	1	1
Avg (SD)	9.9 (3.9)		10.3 (3.5)		10.7 (3.4)		10.5 (3.9)		10.2 (3.3)		10.3 (2.6)		10.0 (2.8)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	24	23	25	23	24
Q2 (50th Percentile)	20	19	20	20	20
Q1 (25th Percentile)	15	16	16	17	17

Total Students in Report: 26,955

Table 2.4. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	26,955	84	21.1	17.4
	Black/African American	4,540	77	17.4	15.6
	American Indian/Alaska Native	167	80	20.7	16.4
	White	17,071	87	22.1	18.2
	Hispanic/Latino	2,342	85	19.5	16.5
	Asian	519	86	23.0	19.8
	Native Hawaiian/Other Pac. Isl.	41	80	19.2	16.0
	Two or more races	1,106	86	21.2	18.0
	Prefer not/No Response	1,169	53	21.1	16.7
National	All Students	1,924,436	72	21.9	18.9
	Black/African American	252,566	67	17.8	15.9
	American Indian/Alaska Native	14,711	61	19.0	16.5
	White	1,057,803	76	23.2	20.2
	Hispanic/Latino	299,920	71	19.6	17.4
	Asian	87,499	79	24.5	22.0
	Native Hawaiian/Other Pac. Isl.	6,090	62	20.3	16.5
	Two or more races	76,066	73	22.0	19.3
	Prefer not/No Response	129,781	54	22.6	18.5

¹Core or More* results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	20.0	20.0	20.9	20.3	20.4
	Black/African American	15.8	17.0	17.0	17.3	16.9
	American Indian/Alaska Native	19.2	19.1	20.0	19.5	19.6
	White	21.5	20.8	22.1	21.3	21.6
	Hispanic/Latino	18.0	19.1	19.3	19.3	19.0
	Asian	21.8	23.6	21.8	22.5	22.5
	Native Hawaiian/Other Pac. Isl.	17.6	18.2	18.7	18.7	18.4
	Two or more races	20.4	19.9	21.5	20.6	20.7
	Prefer not/No Response	18.4	18.9	19.7	19.1	19.1
National	All Students	20.4	20.8	21.4	20.9	21.0
	Black/African American	15.9	17.2	17.4	17.3	17.1
	American Indian/Alaska Native	16.6	18.1	18.4	18.2	17.9
	White	22.1	21.9	22.9	22.2	22.4
	Hispanic/Latino	17.8	19.1	19.2	19.0	18.9
	Asian	23.0	25.0	23.3	23.6	23.9
	Native Hawaiian/Other Pac. Isl.	17.7	19.2	18.9	18.8	18.8
	Two or more races	20.7	20.8	21.8	21.1	21.2
	Prefer not/No Response	19.9	20.5	21.1	20.5	20.6

Total Students in Report: 26,955

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	1,133	4	252	1	1,141	4	531	2
	28 to 32	2,377	9	1,522	6	3,274	12	1,319	5
	24 to 27	4,093	15	4,825	18	3,814	14	4,605	17
	20 to 23	6,510	24	5,440	20	6,653	25	8,583	32
	16 to 19	5,296	20	10,975	41	6,219	23	7,501	28
	13 to 15	4,298	16	3,731	14	4,094	15	3,288	12
	01 to 12	3,248	12	210	1	1,760	7	1,128	4
National	33 to 36	100,774	5	54,201	3	114,663	6	62,731	3
	28 to 32	198,676	10	185,515	10	261,565	14	140,666	7
	24 to 27	303,299	16	384,130	20	281,364	15	388,063	20
	20 to 23	444,997	23	352,854	18	463,232	24	559,967	29
	16 to 19	357,690	19	646,399	34	409,189	21	462,353	24
	13 to 15	277,710	14	283,831	15	264,288	14	200,383	10
	01 to 12	241,290	13	17,506	1	130,135	7	110,273	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	12,380	46	19.7	20.4	20.8	20.7	20.5
	Females	14,202	53	20.5	19.6	21.0	20.1	20.4
	Missing	373	1	14.9	17.3	16.6	17.0	16.6
National	Males	895,775	47	20.0	21.3	21.2	21.3	21.1
	Females	1,013,212	53	20.8	20.4	21.6	20.6	21.0
	Missing	15,449	1	15.7	17.7	17.6	17.5	17.3

Table 2.8. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
State	Males	60	39	42	36	24
	Females	65	32	43	29	20
National	Males	61	46	45	42	30
	Females	66	39	47	36	26

Total Students in Report: 26,955

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
State	Core or More ²	22,572	67	20.8	39	20.5	47	21.5	36	20.9	24	21.1
	Less than Core	3,364	36	16.2	14	17.5	22	17.7	13	17.7	6	17.4
	Missing ³	1,019	29	14.8	12	16.8	20	16.8	14	16.7	7	16.4
National	Core or More	1,389,338	71	21.4	49	21.7	52	22.3	44	21.8	33	21.9
	Less than Core	424,562	48	18.0	27	18.9	32	19.3	24	19.0	16	18.9
	Missing	110,536	38	16.3	19	17.8	25	18.0	19	17.8	11	17.6

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite CRB% results reflect students who met all four subject-area benchmarks.

Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics			Reading			Science		
			CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More ²	25,248	64	20.3	25,408	37	20.2	24,666	44	21.2	24,287	34	20.7
	Less than Core	869	41	16.4	616	8	16.3	1,408	20	17.4	1,769	9	16.9
	Missing ³	838	32	15.3	931	13	16.8	881	22	17.2	899	16	16.9
National	Core or More	1,732,463	67	20.8	1,743,121	45	21.2	1,627,689	49	21.8	1,592,830	42	21.5
	Less than Core	93,944	36	15.9	78,951	8	16.3	194,720	34	19.5	227,926	18	18.1
	Missing	98,029	40	16.5	102,364	20	17.8	102,027	26	18.1	103,680	20	18.0

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively. For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

³ Zero years or no coursework information reported in the specified content area.

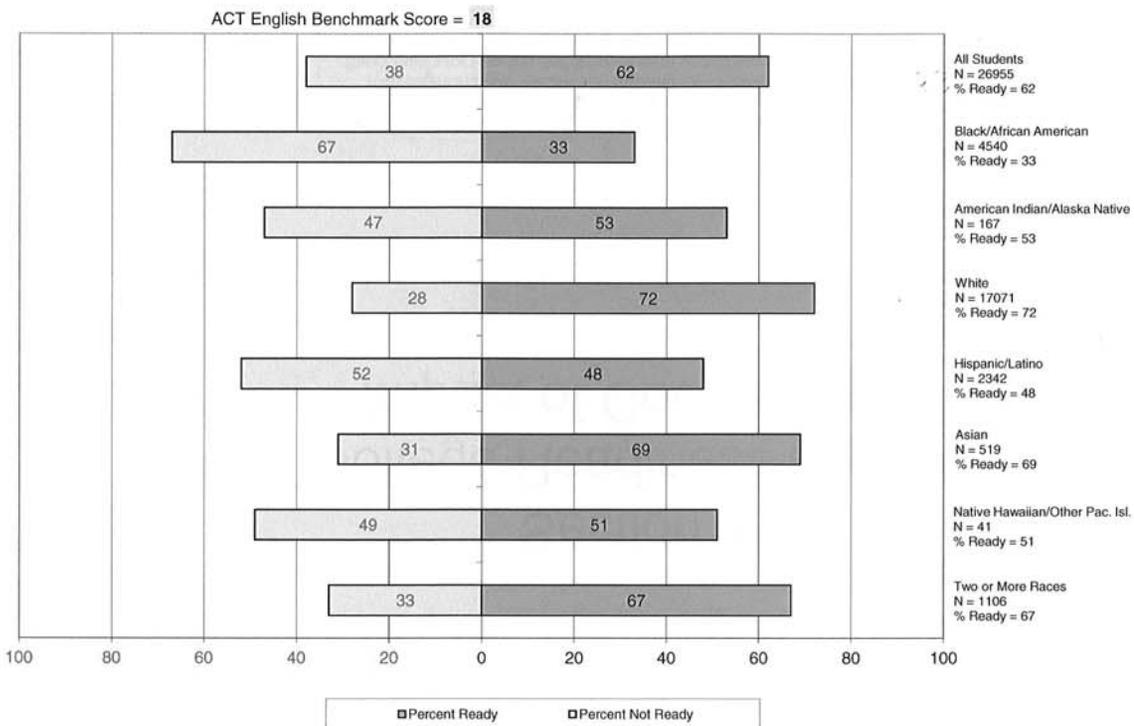
Section III

College Readiness and the Impact of Course Rigor

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included. Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

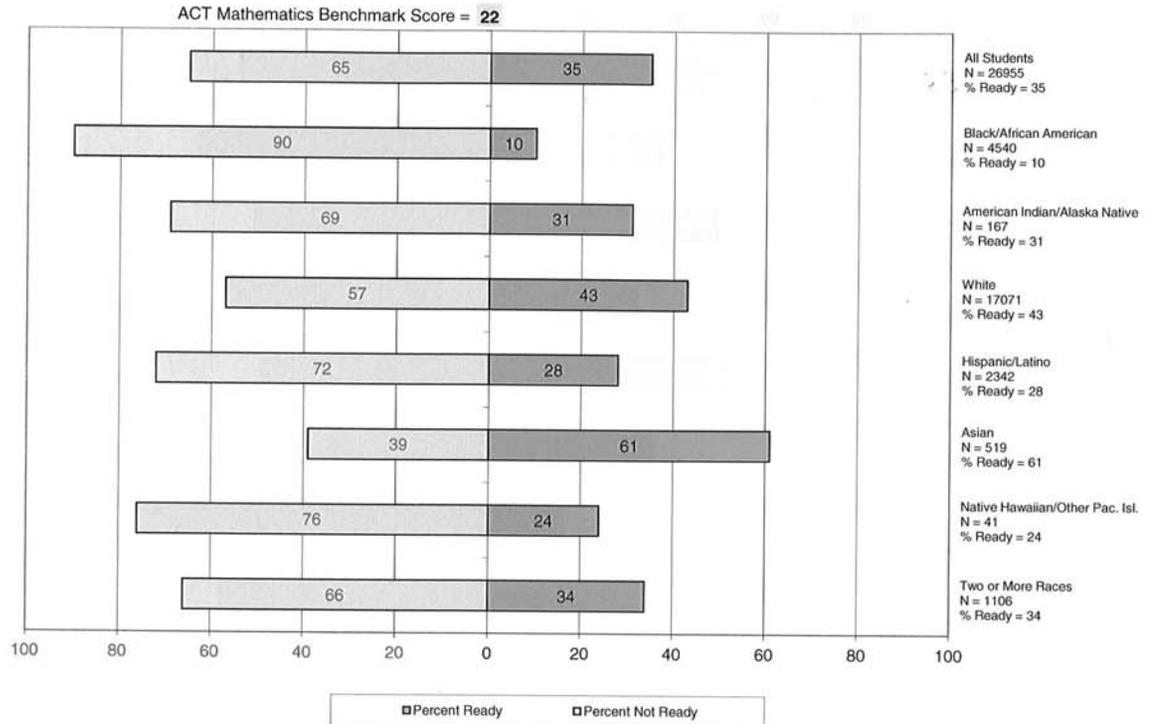
Total Students in Report: 26,955

Figure 3.1. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ENGLISH



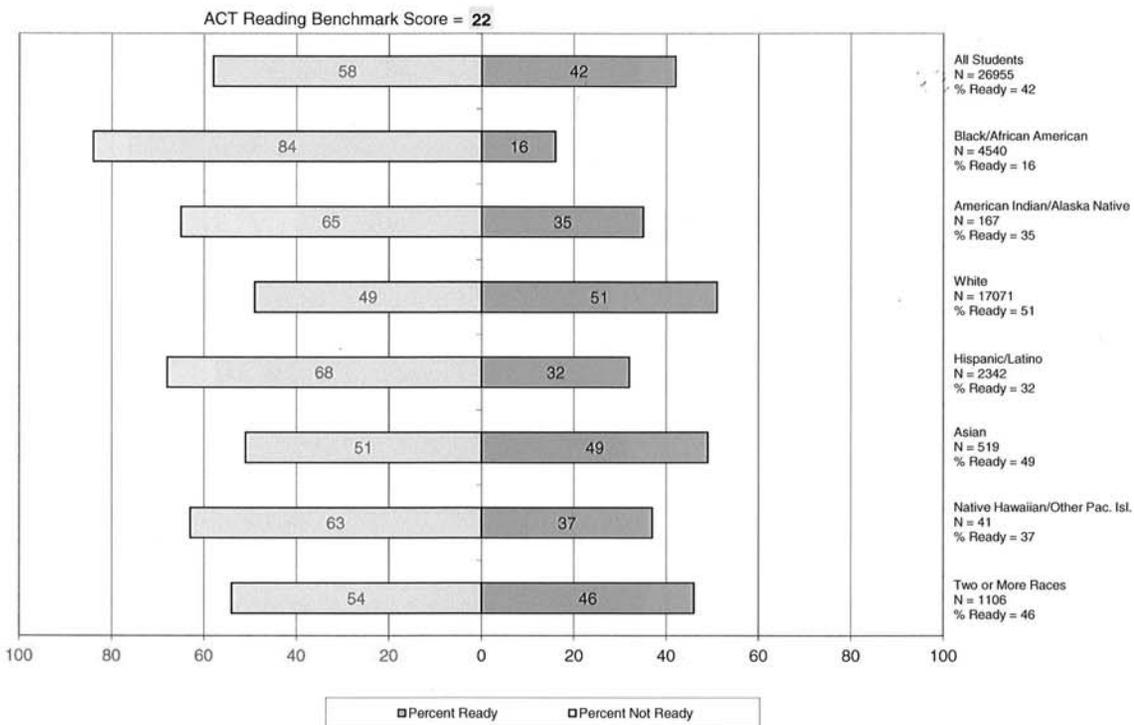
Total Students in Report: 26,955

Figure 3.2. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS



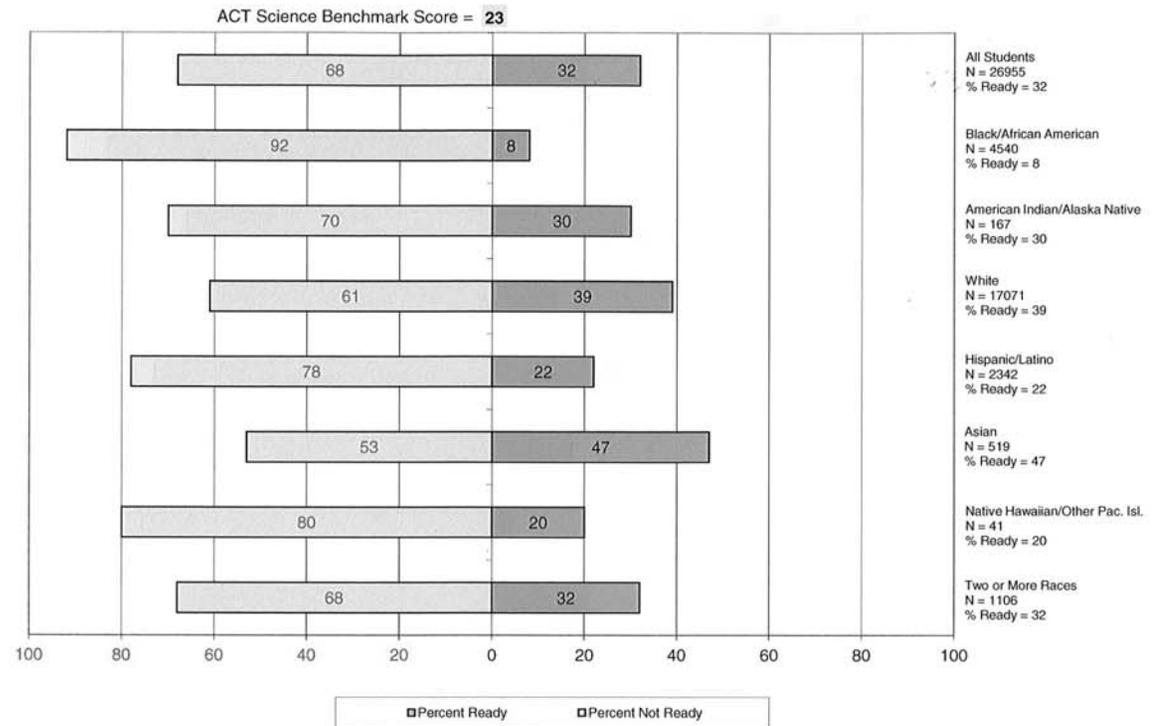
Total Students in Report: 26,955

Figure 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: READING



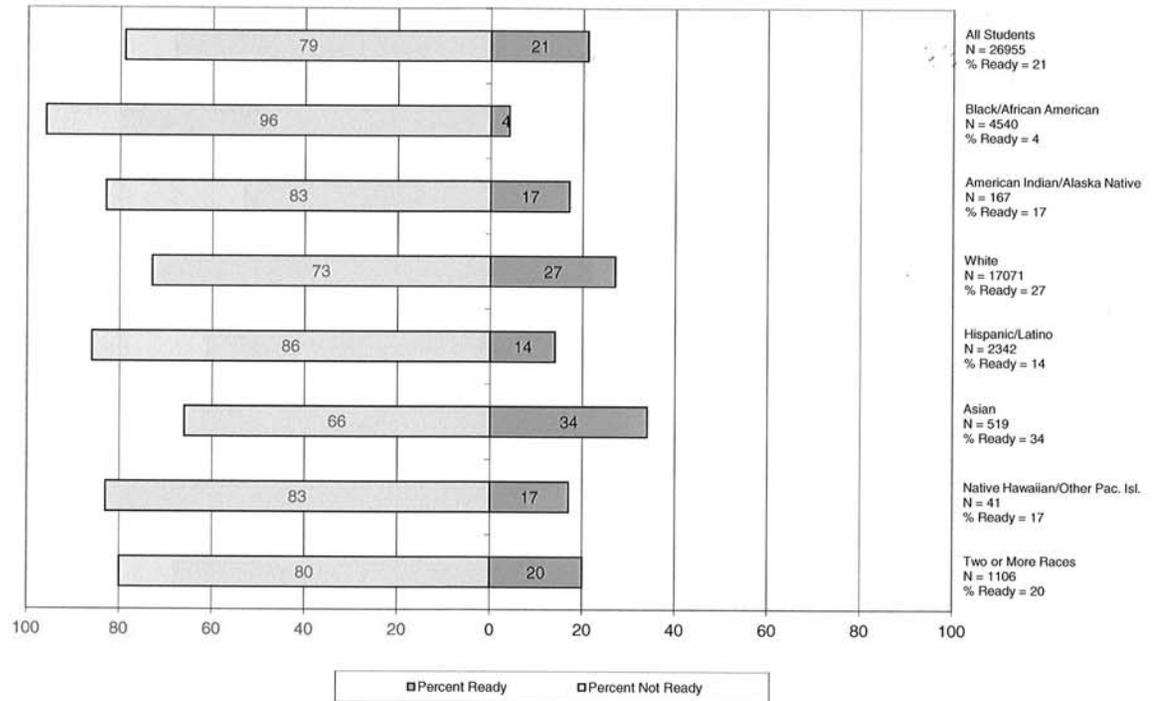
Total Students in Report: 26,955

Figure 3.4. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE



Total Students in Report: 26,955

Figure 3.5. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR



Total Students in Report: 26,955

Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	5,959	22	21.3	4.9	2,604	21	20.8	4.7	3,344	24	21.6	4.4
Eng 9, Eng 10, Eng 11, Eng 12	19,289	72	20.0	3.6	8,931	72	19.7	3.6	10,205	72	20.3	3.1
Less than 4 years of English	869	3	16.4	-	427	3	16.1	-	380	3	17.2	-
Zero years / no English courses reported	838	3	15.3	-	418	3	15.1	-	273	2	16.5	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	1,312	5	22.0	5.7	609	5	23.0	6.6	689	5	21.1	5.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	2,313	9	21.6	5.3	915	7	22.0	5.6	1,387	10	21.4	5.3
Alg 1, Alg 2, Geom, & Trig	1,198	4	18.9	2.6	516	4	19.6	3.2	663	5	18.5	2.4
Alg 1, Alg 2, Geom, & Other Adv Math	8,425	31	18.8	2.5	3,524	28	19.1	2.7	4,851	34	18.7	2.6
Other comb of 4 or more years of Math	8,915	33	22.0	5.7	4,444	36	22.6	6.2	4,450	31	21.4	5.3
Alg 1, Alg 2, & Geom	2,366	9	16.7	0.4	1,152	9	16.9	0.5	1,167	8	16.5	0.4
Other comb of 3 or 3.5 years of Math	879	3	18.6	2.3	458	4	18.8	2.4	412	3	18.4	2.3
Less than 3 years of Math	616	2	16.3	-	306	2	16.4	-	262	2	16.1	-
Zero years / no Math courses reported	931	3	16.8	-	456	4	17.0	-	321	2	16.8	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	213	1	20.2	2.8	127	1	20.5	2.8	84	1	20.1	2.7
Other comb of 4 or more years Social Science	15,572	58	21.8	4.4	6,934	56	21.7	4.0	8,560	60	21.9	4.5
US Hist, World Hist, & Am Gov	645	2	18.3	0.9	352	3	18.2	0.5	285	2	18.4	1.0
Other comb of 3 or 3.5 years of Social Science	8,236	31	20.3	2.9	3,855	31	20.3	2.6	4,310	30	20.3	2.9
Less than 3 years of Social Science	1,408	5	17.4	-	671	5	17.7	-	679	5	17.4	-
Zero years / no Social Science courses reported	881	3	17.2	-	441	4	17.2	-	284	2	18.1	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	10,163	38	21.3	4.4	5,071	41	22.0	5.2	5,041	35	20.7	3.7
Bio, Chem, Phys	949	4	23.1	6.2	419	3	23.8	7.0	528	4	22.6	5.6
Gen Sci ² , Bio, Chem	11,619	43	20.1	3.2	4,683	38	20.4	3.6	6,854	48	20.0	3.0
Other comb of 3 years of Natural Science	1,556	6	19.6	2.7	834	7	20.1	3.3	695	5	19.0	2.0
Less than 3 years of Natural Science	1,769	7	16.9	-	934	8	16.8	-	786	6	17.0	-
Zero years / no Natural Science courses reported	899	3	16.9	-	439	4	17.0	-	298	2	17.3	-

¹Course value added is defined as the average ACT score change compared to course sequences in which students took less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

²Includes General, Physical and Earth Sciences.

Total Students in Report: 26,955

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	5,959	22	21.3	69	373,145	19	21.7	72
Eng 9, Eng 10, Eng 11, Eng 12	19,289	72	20.0	62	1,359,318	71	20.6	65
Less than 4 years of English	869	3	16.4	41	93,944	5	15.9	36
Zero years / no English courses reported	838	3	15.3	32	98,029	5	16.5	40
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	1,312	5	22.0	51	123,105	6	23.5	65
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	2,313	9	21.6	53	164,036	9	21.7	53
Alg 1, Alg 2, Geom, & Trig	1,198	4	18.9	26	123,192	6	19.1	28
Alg 1, Alg 2, Geom, & Other Adv Math	8,425	31	18.8	24	362,476	19	19.4	30
Other comb of 4 or more years of Math	8,915	33	22.0	54	655,589	34	23.7	64
Alg 1, Alg 2, & Geom	2,366	9	16.7	8	219,221	11	17.1	11
Other comb of 3 or 3.5 years of Math	879	3	18.6	22	95,502	5	19.8	34
Less than 3 years of Math	616	2	16.3	8	78,951	4	16.3	8
Zero years / no Math courses reported	931	3	16.8	13	102,364	5	17.8	20
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	213	1	20.2	41	48,944	3	22.3	51
Other comb of 4 or more years Social Science	15,572	58	21.8	49	942,441	49	22.3	52
US Hist, World Hist, & Am Gov	645	2	18.3	24	108,348	6	19.7	35
Other comb of 3 or 3.5 years of Social Science	8,236	31	20.3	38	527,956	27	21.4	46
Less than 3 years of Social Science	1,408	5	17.4	20	194,720	10	19.5	34
Zero years / no Social Science courses reported	881	3	17.2	22	102,027	5	18.1	26
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	10,163	38	21.3	39	807,744	42	22.2	48
Bio, Chem, Phys	949	4	23.1	55	217,893	11	23.2	55
Gen Sci ¹ , Bio, Chem	11,619	43	20.1	29	512,754	27	20.1	30
Other comb of 3 years of Natural Science	1,556	6	19.6	24	54,439	3	19.1	24
Less than 3 years of Natural Science	1,769	7	16.9	9	227,926	12	18.1	18
Zero years / no Natural Science courses reported	899	3	16.9	16	103,680	5	18.0	20

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included. Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 26,955

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture & Natural Resources Conservation	757	3	19.5	79	4	17.2	632	3	19.9
Architecture	357	1	20.9	15	1	16.3	319	1	21.4
Area, Ethnic, & Multidisciplinary Studies	13	0	20.2	0	0		12	0	20.8
Arts: Visual & Performing	1,768	7	20.3	145	8	16.8	1,509	7	20.9
Business	2,073	8	20.2	163	9	17.0	1,815	8	20.7
Communications	322	1	21.4	12	1	15.8	300	1	21.7
Community, Family, & Personal Services	766	3	18.0	150	8	15.9	542	2	18.8
Computer Science & Mathematics	707	3	22.5	47	2	18.3	621	3	22.9
Education	1,816	7	20.1	50	3	15.8	1,692	8	20.3
Engineering	1,547	6	22.2	114	6	16.3	1,360	6	22.9
Engineering Technology & Drafting	399	1	19.5	66	3	16.7	307	1	20.3
English & Foreign Languages	253	1	23.5	12	1	17.4	229	1	23.9
Health Administration & Assisting	1,178	4	18.1	127	7	16.3	997	4	18.4
Health Sciences & Technologies	5,619	21	20.8	234	12	17.0	5,155	23	21.0
Philosophy, Religion, & Theology	155	1	21.5	4	0	20.0	143	1	21.7
Repair, Production, & Construction	464	2	16.9	226	12	16.5	179	1	17.9
Sciences: Biological & Physical	1,306	5	23.1	23	1	16.8	1,235	6	23.3
Social Sciences & Law	1,651	6	21.1	52	3	16.5	1,521	7	21.5
Undecided	4,542	17	20.7	294	16	16.8	3,685	16	21.4
No Response	1,229	5	16.2	63	3	14.0	121	1	16.3

¹2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

²Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	598	16.6	121	14.4	6	15.2	350	17.4	66	16.5
2-yr College Degree	1,290	16.6	257	15.0	9	16.0	727	17.3	181	15.8
Bachelors Degree	14,024	19.9	2,275	16.8	85	19.2	9,205	20.8	1,277	18.7
Graduate Study	2,949	23.4	327	19.0	20	24.5	2,145	24.2	168	21.6
Prof. Level Degree	5,416	23.0	806	19.0	31	21.6	3,494	24.0	455	21.6
Other	526	17.1	112	15.0	3	13.0	287	18.0	58	16.9
No Response	2,152	17.5	642	15.1	13	16.1	863	19.4	137	16.9

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	598	16.6	8	17.9	1	14.0	20	17.2	26	16.5
2-yr College Degree	1,290	16.6	10	16.1	2	14.5	35	18.0	69	16.3
Bachelors Degree	14,024	19.9	223	20.2	18	18.8	603	19.9	338	19.2
Graduate Study	2,949	23.4	65	23.4	3	21.0	115	23.3	106	22.6
Prof. Level Degree	5,416	23.0	180	26.0	11	20.0	268	22.5	171	23.3
Other	526	17.1	4	19.0	0	.	19	17.2	43	17.2
No Response	2,152	17.5	29	20.3	6	14.7	46	19.0	416	17.3

Total Students in Report: 26,955

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges							
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36	
UNIVERSITY OF ARKANSAS	Arkansas	7,274	3,269	4,005	1	6	21	31	25	14	2	
UNIVERSITY OF CENTRAL ARKANSAS	Arkansas	6,619	2,059	4,560	1	10	28	31	21	8	1	
ARKANSAS STATE UNIVERSITY	Arkansas	5,078	1,996	3,082	1	10	29	31	21	8	1	
ARKANSAS TECH UNIVERSITY	Arkansas	4,007	1,429	2,578	1	10	30	30	20	7	0	
HENDERSON STATE UNIVERSITY	Arkansas	2,058	680	1,378	2	17	34	27	15	5	0	
UNIVERSITY OF ARKANSAS AT LITTLE ROCK	Arkansas	2,046	545	1,501	2	14	32	27	16	7	0	
UNIV OF ARKANSAS-FORT SMITH	Arkansas	1,526	594	932	1	10	29	31	21	7	0	
SOUTHERN ARKANSAS UNIVERSITY	Arkansas	1,306	460	846	2	17	34	28	15	4	0	
HARDING UNIVERSITY	Arkansas	943	354	589	0	5	20	30	28	15	2	
ARKANSAS STATE UNIVERSITY-BEEBE	Arkansas	921	379	542	2	15	36	29	15	3	0	
UNIV OF ARKANSAS AT MONTICELLO	Arkansas	909	338	571	3	24	34	24	12	3	0	
OUACHITA BAPTIST UNIVERSITY	Arkansas	869	222	647	1	7	23	29	24	14	2	
HENDRIX COLLEGE	Arkansas	799	162	637	1	7	12	22	26	28	4	
PULASKI TECHNICAL COLLEGE	Arkansas	727	264	463	5	26	36	24	8	1	0	
NORTHWEST ARKANSAS COMMUNITY COLLEGE	Arkansas	701	262	439	2	14	35	32	15	3	0	
UNIV OF ARKANSAS AT PINE BLUFF	Arkansas	597	157	440	7	37	40	12	3	0	0	
LYON COLLEGE	Arkansas	574	125	449	1	7	20	30	26	16	1	
NCAA ELIGIBILITY CENTER	Indiana	545	216	329	3	14	32	24	18	8	1	
UNIV OF ARKANSAS COMM COLL-MORRILTON	Arkansas	442	144	298	2	16	36	30	14	2	0	
JOHN BROWN UNIVERSITY	Arkansas	400	125	275	1	6	21	30	26	16	2	
OKLAHOMA STATE UNIVERSITY	Oklahoma	395	77	318	0	5	12	27	32	22	2	
UNIVERSITY OF THE OZARKS	Arkansas	391	94	297	3	11	28	33	17	9	0	
COLLEGE OF THE OZARKS	Missouri	342	122	220	1	8	24	38	22	8	0	
BAYLOR UNIVERSITY	Texas	339	79	260	1	4	12	24	31	26	3	
UNIVERSITY OF MISSISSIPPI	Mississippi	333	57	276	0	5	13	28	32	20	3	
UNIV OF ARKANSAS FOR MEDICAL SCIENCES	Arkansas	319	56	263	2	14	30	27	22	5	1	
WILLIAMS BAPTIST COLLEGE	Arkansas	314	64	250	0	10	30	32	21	6	1	
NORTH ARKANSAS COLLEGE	Arkansas	305	129	176	1	12	38	34	15	1	0	
UNIVERSITY OF MEMPHIS	Tennessee	296	62	234	3	17	27	24	21	8	0	
MISSOURI STATE UNIVERSITY	Missouri	291	58	233	1	4	19	31	30	14	1	
All Other Institutions		16,216	4,397	11,819	3	15	25	23	18	13	3	
Total		57,882	18,975	38,907	2	12	27	28	20	10	1	

Section V Optional Writing Test Results

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included. Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 26,955

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing

	N		Average ACT Scores					
	State	National	English		Essay		English/Writing Combined	
			State	National	State	National	State	National
All Students	2,213	1,108,908	23.6	21.0	6.9	6.9	22.1	20.2
Black/African American	346	136,380	18.1	16.3	6.2	6.0	17.4	15.9
American Indian/Alaska Native	10	7,142	20.0	16.5	6.4	5.9	19.2	16.0
White	1,323	567,060	24.9	22.8	7.0	7.1	23.2	21.8
Hispanic/Latino	215	196,970	22.1	18.4	7.0	6.7	21.1	18.1
Asian	110	68,736	27.3	23.9	7.7	7.6	25.6	23.0
Native Hawaiian/Other Pac. Isl.	5	4,070	22.0	18.0	7.2	6.5	21.2	17.6
Two or more races	116	45,517	22.8	21.3	7.0	6.9	21.6	20.4
Prefer not/No Response	88	83,033	25.3	20.8	7.0	6.7	23.5	19.9
Males	936	507,737	23.7	20.7	6.7	6.6	22.0	19.7
Females	1,277	590,537	23.5	21.4	7.1	7.1	22.2	20.8
Missing	0	10,634	.	16.0	.	5.6	.	15.4



**Education Renewal Zones
Statewide Initiative
2014-2015 Annual Report**

Johnny Key
Commissioner of Education

Debbie Jones, Ed.D.
Assistant Commissioner
Division of Learning Services

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Introduction

The Educational Renewal Zone (ERZ) Director of each of the six current ERZ locations works as part of the university faculty in the college of education and designs a unique yearly strategic plan. In reaching the primary focus of a quality learning environment and effective research-based instruction for all students, the strategic plan is individualized. The needs of each school are at the heart of this collaborative effort.

Goals

Each ERZ submitted a report of their annual strategic plan, which was reviewed by the Office of Educational Renewal Zone (OERZ) Director. Each ERZ provided evidence that all goals indicated below were accomplished for the 2014-2015 school year as required by Act 106 of the 84th General Assembly.

- Provide collaboration between and among the Higher Education Institution partners, Education Service Cooperatives, schools, and communities participating in the Educational Renewal Zone.
- Provide for a comprehensive program of professional development to assure the practical knowledge base of pre-service and in-service teachers with respect to pedagogical practice, content knowledge, and competent use of distance learning technology.
- Serve as a resource for schools to provide enhancement and expansion of local school curricula offerings through the use of digital learning to include advanced placement, dual-credit, and advanced high school courses.
- Support the sharing of faculty for core course offerings when schools are unable to hire highly qualified teachers in core subject areas required for college entrance or teachers necessary to meet state accreditation standards.
- Collaborate with schools to develop strategies to recruit and retain highly qualified teachers with particular focus on hard-to-staff schools.
- Support a system for mentoring teachers with three (3) or fewer years of professional service.
- Support active participation of the community in the work of the school.
- Support active involvement of parents in the academic work of the student.

COMBINED REPORT

ERZ Activities 2014-2015

All six ERZ offices have effectively implemented the legislatively mandated goals for 2014-2015. They have collaborated with their partner schools, Education Service Cooperatives, partner university, STEM Center, and other stakeholders to design a strategic plan to meet their needs within the goal structure set in statute. The following information reflects a collective summary of the ERZ work done this year in support of our P-20 students in Arkansas.

The ERZs are unique in that their goals are focused on the schools they serve. ERZ directors share successful implementations with the other ERZ directors and collaboratively work to develop new and innovative activities. There are several activities that some or all of the ERZs have been involved in this year, thus allowing ADE to collect data on some of the ERZ collaborations.

The first of these programs comes under the broad category of College and Career Readiness Programs. These programs take on a local name and specific function in the various ERZs. Goals for these programs vary from preparing a greater number of high school students to be ready to enter college with an ACT score of greater than 19 in each area to giving P-20 students an opportunity to network with local industry representatives and policymakers. The Southwest Arkansas College Preparatory Academy, is reaching down into the lower grades in order to have more time to create greater impact on score improvement and has a component that helps students avoid remediation upon entering university. University staff members work alongside K-12 staff in these programs. Collaborations in this area involved 865 students, 11 teachers, 22 university faculty, one STEM Center staff member, two education cooperative partners and involved more than 30 districts.

The legislation that set up the original Education Renewal Zones did not specifically identify STEM Centers in the language of the bill, but as ADE provides support for schools it has become a natural collaboration of service providers. Schools not only receive additional assistance they are better able to meet the technology goals in the process. STEM Center collaboration varies from one ERZ to another, but inclusion of STEM activities occurs at each of the six ERZs.

The OERZ director and the six ERZ directors participate in the STEM Coalition. Some of the STEM related projects that ERZs are currently actively supporting include the following:

- UAM ERZ partnered with the UAM STEM Center to offer a conference called *Girls in STEM*, April 21, 2015, which was attended by 70 girls from southwest Arkansas.

- The *South Arkansas Mathematics Standards Partnership* at SAU ERZ is a grant-funded project, which provides 16 days of training for 40 regional math and science teachers at SAU in collaboration with the South Central Service Cooperative.
- The *South Arkansas Integrated Science and Mathematics Initiative*, another grant funded consortium effort, provided 16 days of training to 44 regional math and science teachers at SAU in collaboration with the South Central Service Cooperative.
- *The Technology Bootcamp*, funded by a Federal NCLB Improving Teacher Quality grant, allows 20 math and science teachers from participating districts to receive 10 days of technology training at SAU and the South Central Service Cooperative.
- The *eSTEM Academy* is an Arkansas Science and Technology Authority grant that funded a program that provided a three day and two night residential learning experience at SAU to 5th grade students in two elementary schools in Texarkana.
- *We can build it and make it go!* is a STEM project funded by a grant from the Women's Foundation of Arkansas so girls in grades 8 through 10 in Magnolia and El Dorado could participate in engineering activities at SAU, specifically in robotics. Successful female STEM professionals mentored the girls.
- Development of a *STE[A]M Professional Development Room* at HSU in collaboration with the STEM Center and the Dawson Education Cooperative. This room will consist of STE[A]M related equipment, like computers with 3D printers, where teachers can receive professional development in how to integrate Science, Technology, Engineering, Arts, and Math into their instruction; and can also work with groups of students doing STE[A]M related activities directed by University Professors, STEM Specialists, THEA consultants and others.

As a collective group, the ERZ Directors worked with the ADE Professional Development Department and the local Educational Service Cooperatives in funding and hosting four days of professional development in “Understanding by Design (UbD),” with Alison Zamuda and Jay McTighe as facilitators. UbD is a three-stage process for curriculum planning and is the underlying design strategy used by many of the current Arkansas curriculum programs like the Literacy and Math Design Collaboratives. This four-day effort was a statewide collaboration involving over 400 teachers plus the inclusion of pre-service teacher candidates at some locations. Since only four locations were offered for the first two days of this training, the ERZ directors had to collaborate with other ERZ directors, ADE Professional Development staff, and with their Education Service Cooperative in organizing this showcase event. When weather became an issue during the March session, a Zoom conference was held between the individual

from professional development who was organizing this workshop series, the presenter, and the ERZ directors, in order to deal with this act of nature and still get this training to the participants. A recording made by AETN at the HSU session was made available for those participants to view. The ERZ Director at UAM is the representative on the ADE Professional Development Advisory Committee.

All six of the ERZs have extensive programs to connect university faculty with K-12 classrooms and teachers. These programs differ in the way they are implemented at each ERZ, but this allows for many positive outcomes. The universities say they gain as much as the teachers and students from this collaboration. Some of these programs are described in the individual ERZ section, but even when they are not highlighted for that ERZ, this is one of our strongest collaborations.

The six ERZ Directors and the OERZ Director attempted to connect with more schools and districts by having an information table at the EAST Initiative National Conference and by sponsoring a table at the AASCD Summer Conference in June. These statewide venues, allow ERZs to reach more schools, communicate the ERZ mission, encourage schools to become involved in an ERZ, and inform educators about upcoming activities.

The ERZs also supported a number of other internal and external grant funded and collaborative efforts with other partners. A list of grants written to support ERZ activities is included below:

Grants Written by and/ or Awarded to ERZs or Direct Collaborations With ERZs:

Grant	Amount	ERZ	Notes:
College Preparatory Academy for the Delta	\$1,000,000.00	ASU	Combined grant funding in excess of \$1mil.
Nspire Grant	\$5,000.00	ASU	Funding from ADE/ERZ Grant
AT&T Aspire	\$771,548.96	HSU	Funds the Southwest Arkansas College Preparatory Academy
ADE Career Readiness Grant	\$490,552.00	HSU	Funds the Southwest Arkansas College Preparatory Academy
STEAM Grant (ERZ)	\$5,000.00	HSU	Funding from ADE/ERZ Grant
Academic Camps	\$2,000.00	HSU	Local Strategic Plan Committee
Summer Program Matching Math Science Partnership 2013-2014	\$5,000.00	HSU	HSU funded
Math Science Partnership 2013-2014	\$220,507.00	SAU	Math/Science Partnership Fed. Grant/ADE Administered
Math Science Partnership 2014-2015	\$223,872.00	SAU	Math/Science Partnership Fed. Grant/ADE Administered
Math Science Partnership 2015-2016	\$209,879.00	SAU	Math/Science Partnership Fed. Grant/ADE Administered
eSTEM Academy STEM for 8th-10th Grade Girls	\$12,589.00	SAU	Arkansas Science and Technology Authority Grant
Blended Algebra I and Physical Science	\$2,000.00	SAU	Women's Foundation of Arkansas
Technology Boot Camp Teaching w/ Tech. Institute: Using Coding and Robotics	\$68,035.00	SAU	NCLB Improving Teacher Quality grant/ADHE Administered
Adopt-a-Professor	\$68,045.00	SAU	NCLB Improving Teacher Quality grant/ADHE Administered
New Teacher Academy	\$5,000.00	UA	Funding from ADE/ERZ Grant
Green Academy Girls Science Camp	\$4,000.00	UA	Budgeted funds from UA
College & Career Readiness Program (CCRPP)	\$5,000.00	UA	Funding from ADE/ERZ Grant
UAFS Curricular Advisory Conference with Taylor Mali	\$30,000.00	UAFS	Funding from Arkansas Science & Technology Authority
Leadership Coaching NCLB Statistics and Probability Summer Inst.	\$258,193.00	UAFS	ADE grant for-Ft Smith, Alma, Van Buren, Greenwood
	\$5,000.00	UAFS	Grant funds combined with other funds and grants.
	\$5,000.00	UAM	Funding from ADE/ERZ
	\$72,518.07	UAM	Partnered with STEM Center
TOTAL	\$2,468,739.03		

The following information reflects a snapshot of the activities occurring at each ERZ in support of their unique school improvement needs. Each ERZ is listed alphabetically and three to five of their major activities are described.



Arkansas State University

Sandra Hawkins, Interim Director, ASU-Education Renewal Zone

The Arkansas State University (ASU) Education Renewal Zone (ERZ) serves 65 schools in 23 school districts among 12 contiguous counties of Northeast Arkansas. Although the ERZ director at this university was on medical leave this year, the university appointed Sandra Hawkins as interim director, and she has implemented their strategic plan this year. This university is in a transition period, having an interim director of the College of Education at this time too, but has continued to have a strong collaborative presence within member districts.

During the past year, there were several highly public and collaborative initiatives related to the goals of the ERZ. Among the ongoing initiatives was the College Preparatory Academy of the Delta (CPAD) and CPAD College Day, Crowley's Ridge Educational Service Cooperative's (CRESC) Annual Summer Leadership Conference, Northeast Arkansas Schools Conference on Bullying, the Arkansas School Disaster Preparedness Conference, and the Autism Awareness Forum. A short description of each of these programs is provided below.

The College Preparatory Academy for the Delta (CPAD) - The purpose of this program is to increase readiness and success of students for college. The CPAD is a grades 9-16 initiative, managed and directed by the ASU ERZ, in collaboration with, ASU COE, Arkansas Northeastern College (ANC), American College Testing (ACT), and the public school partners. Many of the legislative purposes from Act 106 are addressed through the CPAD, including Professional Development, Expanding Curricula, Mentoring, Enhancing Leadership, Staffing, Shared Funding Sources, and Parent and Community Involvement. To design and implement the Academy continues as an ongoing process. During this past year, the ERZ has been working with ASU sponsored programs, Blytheville schools, and the ASU College of Education to advance funding for this program beyond the present academic year, when the present grant funding is expended. The ERZ was the lead writer for a new grant combining various funding sources for over \$1 Million. This was a collaborative effort with the Dean and Chair for COE and Blytheville schools, which will ultimately result in continued college preparatory programming for 300 students over a four-year period.

Annual Summer Leadership Conference – In a collaborated effort, the CRESC, ERZ, and College of Education provided the summer leadership institute for area school leaders. Approximately 60 school leaders from 23 districts of CRESC attended, including ERZ partner schools, July 9th and 10th. Topics: Effective Instruction,

Drugs/Tobacco/Child Maltreatment, Professional Growth Plans, Teacher fair Dismissal and TESS.

Northeast Arkansas Schools Conference on Bullying-The ASU ERZ, Arkansas Department of Education, ASU - Office of Behavioral Research and Evaluation, The Center for Community Engagement, and three Education Service Cooperatives, CRESC, NEAESC and GRESC, contracted the services of Mr. Kenneth S. Trump to serve as the keynote speaker. Mr. Trump is the President of National School Safety and Security Services, a Cleveland-based national consulting firm specializing in school security and emergency preparedness training, school security assessments, school emergency planning consultations, and related school safety and crisis consulting services. Mr. Tripp Walter, Staff Attorney, Arkansas School Resource presented the legal aspects and responsibilities for schools at the event held on Friday, September 26, 2014 on the ASU campus. The attendance was 139 with lunch served by Sodexo Catering at ASU. Following the meeting the Coops discussed the next steps on how the ASU and ERZ could provide support for future anti-bullying efforts. A follow-up workshop was held on September 24, 2014, based on that post-conference collaboration. The guest speaker was Betty K. Ennis, PLPC, who specializes in counseling. The workshop was a two-session event morning and afternoon. Learn specific bullying prevention strategies for elementary and middle schools. PD Hours were offered to participants.

Arkansas School Disaster Preparedness Conference for PK-12 Schools of Northeast Arkansas – This was a large gathering of Northeast Arkansas School Administrators and School Emergency Management Committee members and districts. The ASU ERZ, ASU College of Education & Behavioral Science, Northeast Arkansas Educational Service Cooperative, Crowley’s Ridge Education Service Cooperative, and Great Rivers Education Service Cooperative held the event at the ASU Centennial Hall on November 13, 2014, for 75 participants. The presenters were Dr. Debbie Persell, Regional Center for Disaster Preparedness Education /College of Nursing and Health Professions; Brent Cox, Assistant Professor of Disaster Preparedness/College of Nursing and Health Professions; Dr. Bill Smith, Executive Director of Marketing and Communication; Holly Hall, J.D., APR Associate Professor of Journalism/College of Media and Communications; and Ms. Cathy Riggins, Principal, Vilonia Middle School who presented *Reality Check*. The ASU Marketing and Communication Department presented *Media During Disasters*.

Autism Awareness Forum – Thursday, April 2, 2015 – The Department of Education Leadership, Curriculum, and Special Education, Education Renewal Zone and Jonesboro Alumnae Chapter of Delta Sigma Theta, Inc., collaborated to make this event a success. Dr. Kimberley Davis, Committee Chair worked diligently in providing arrangement and speakers. Fifty participants were in attendance. Cookies and punch were served from 6:00 pm to 8:00 pm in A-State HPRSS, Room 245.



Henderson State University

Paulette Blacknall, Director, Southwest-A Education Renewal Zone

The **Southwest-A Education Renewal Zone (ERZ)/Henderson** is currently comprised of 13 school districts and 39 schools, four education service cooperatives (Dawson, South Central, De Queen-Mena, and Wilbur D. Mills), and one Science, Technology, Engineering, and Mathematics (STEM) Center (South Arkansas Math and Science Center/Henderson). The ERZ has formed informal partnerships with one four-year university (Ouachita Baptist University) and three two-year colleges (National Park Community College/Hot Springs, University of Arkansas Community College/Hope, and College of the Ouachitas/Malvern) to strengthen college and career readiness in southwest Arkansas schools. These partnerships include the sharing of resources (human and physical), facilities, expertise, and technical assistance. Below are examples of programs collaboratively developed by/implemented in this P-20 partnership:

Southwest-A Education Renewal Zone/Henderson coordinated efforts between and among HSU departments, the HSU STEM Center, Dawson Education Service Cooperative, and partner schools and communities to seek and obtain funding such as the AT&T Aspire Grant (\$771,548.96) and the ADE Career Readiness Planning Grant (\$490,552.00). These grant funds will be used to expand and operate the **Southwest Arkansas College Preparatory Academy** at Henderson State/Ouachita Baptist Universities, National Park Community College, College of the Ouachitas, and the University of Arkansas Community College at Hope. Five hundred and eighty-seven (587) students are being served as compared to 40 students in the first cohort group in 2009. The program has increased from one district in 2009 to currently serving 20 school districts. Of these 22 districts, there are approximately four focus schools involved.

The **Visiting Professor Program** began in 2006 with professors from Henderson State University and teachers from three ERZ partner schools. The ERZ facilitates the development of partnerships between university faculty and public school teachers. This year, in addition to other visiting professor partnerships, there was an additional focus on developing partner teams of university professors, method students, and ALE classrooms in order to provide them with four science labs per month and to also conduct reflection sessions with the students after the lab. This involved 14 public school students, 2 public school instructors, one university professor, and six Biology Club students.

Professional Development Collaborative and Hot Topics is an ERZ sponsored program. It offers professional development opportunities for students, faculty, staff, and public school partner teachers and students during the fall and spring semesters annually. Targeted, research-based professional development designed to assist pre-

service teachers to smoothly transition to public schools and designed to promote continuous learning is provided by Education Service Cooperatives, ADE, STEM Center, public school specialists, and other professional educators. This professional development collaborative has evolved to include non-traditional students and public university students. Non-practicing educators wanting to continue licensure status are also invited to participate. Topics are developed each year to support the educational needs of partner schools. The ERZ also assists with providing resources for Hot Topics' eight days of required professional development for interns. The purpose of this required professional development is to expose pre-service teachers to topics that are on the forefront of education in Arkansas and to ensure full licensure status.

The ERZ sponsors the **New Teacher Induction Program** at Henderson to offer additional support to schools. This program provides mentoring for novice and career teachers. The ERZ collaborates with co-ops, public schools, and other service providers to offer a 2½ day Induction Retreat for all ERZ schools. TESS, PARCC, state-required professional development, and other requested professional development is offered to the new teachers. Participants are paired with mentors from education service cooperatives, Math and Science Center, and higher education who provide support, assistance, and formative feedback throughout the year. The ERZ office collaborates with education service cooperatives, Henderson faculty, and school district administrators to expand and approve the model and plan for delivery of services.



Southern Arkansas University

Dr. Roger C. Guevara, Director of Education Renewal Zone

The Southern Arkansas University Education Renewal Zone (ERZ) continues to be a leader in the southwest part of the state by facilitating structured, meaningful collaborative opportunities to improve public school performance and student achievement for various institutions of higher education including Southern Arkansas University (SAU), the University of Central Arkansas, and the University of Arkansas at Fayetteville. The SAU ERZ works in collaboration with three Education Service Cooperatives, the DeQueen/Mena Coop., the Southwest Arkansas Coop., and the South Central Coop. They also serve one partner priority school, and 11 partner focus schools, and the 14 districts that are official partners. They also have five associate partner districts that are involved in activities sponsored by the ERZ. The ERZ at SAU takes advantage of the rich STEM environment consisting of faculty members excited about grant writing and working with P-12 teachers and students. They provide rich professional development to help teachers prepare students for the next level of learning in fun and engaging activities. There is a strong collaborative network in this ERZ.

This ERZ writes and facilitates many grants in collaboration with the faculty at SAU. Among the professional development opportunities for teachers included:

- The South Arkansas Mathematics Standards Partnership is a grant funded project that provides 16 days of training for 40 regional math and science teachers.
- The South Arkansas Integrated Science and Mathematics Initiative, another grant funded consortium effort, providing 16 days of training to 44 regional math and science teachers.
- The Technology Bootcamp, funded by a Federal NCLB Improving Teacher Quality grant, allows 20 math and science teachers from participating districts to receive 10 days of technology training.
- The eSTEM Academy is an Arkansas Science and Technology Authority grant funded program offering a three day and two night residential learning experience at SAU to 5th grade students in two elementary schools in Texarkana.
- We can build it and make it go! This is a STEM project funded by a grant from the Women's Foundation of Arkansas. Girls in grades 8 through 10 in Magnolia and El Dorado participate in engineering activities, specifically in robotics. Successful female STEM professionals mentor the girls.

- Effective Questioning Techniques and Essential Questions. Nine schools participated in this highly requested professional development.

The SAU ERZ Director orchestrated the statewide PARCC Summit that was held at Pulaski Technical College in North Little Rock. The 143 educational leaders who participated in this summit represented every area of the P-20 education spectrum and came together to frame key regional issues and learn about national trends concerning PARCC. It was a very well received summit.



The University of Arkansas

Elizabeth E. Smith, Director, Education Renewal Zone

The University of Arkansas Education Renewal Zone, housed in the College of Education and Health Professions, is committed to improving public school performance through collaboration between the UA, local public schools, the Northwest Education Service Cooperative, and the community. The UA ERZ provides opportunities for public schools and institutions of higher education to communicate, partner, and share resources through a variety of means. The focus of the UA ERZ is to respond to partner school needs, large and small.

Adopt-A-Classroom (AAC) was designed to provide opportunities for UA faculty/staff and P-12 teachers to collaborate. This program pairs a UA faculty/staff member with a P-12 teacher. The UA faculty/staff member teaches once a month in the P-12 teacher's classroom. This outreach program allows:

- UA faculty/staff to offer up-to-date content knowledge and access to resources in their academic field to the public school classroom.
- UA faculty/staff gain knowledge about current pedagogy in K-12 schools and student development.
- K-12 students interact with a UA faculty/staff member, thus gaining knowledge about higher education and potential careers.

During the 2014-15 school year, 29 UA faculty/staff volunteered to partner with 27 P-12 teachers at 18 schools in seven school districts.

UA faculty/staff meets once a semester to share ideas and offer insight into how to have successful AAC partnerships. The AAC program officially concluded with a Celebration Reception on April 7, 2015. Many of the relationships formed will continue throughout the next school year. Another cohort of UA volunteers will be recruited in fall 2014 to begin new partnerships with local teachers.

The **Northwest Arkansas P-20 Task Force** is a group of more than 50 educators, with half representing P-12 schools and half representing the five institutions of higher education in Northwest Arkansas. This group meets once per semester, working collaboratively to build a meeting agenda that allows for discussion of issues pertinent to both groups, and related to education. This group is co-led by the ERZ Director and the Assistant Director NWAESC. The mission of the NWA P-20 Task Force is to improve the transitions of pre-kindergarten through post-graduate students in Northwest Arkansas by:

- Minimizing barriers
- Expanding conversations among education, industry, and community stakeholders

- Increasing student and parent awareness of the impact of educational opportunities and choice addressing the changing regional and global workforce needs.

Three sub-committees were recently established to promote greater dialogue about specific topics: teacher education, math alignment, and literacy alignment. Small groups of P-12 and postsecondary educators gathered to pinpoint precise areas of misalignment and offer suggestions for bridging the gaps.

E.Y.E. to the Future: Education, Youth, and the Economy - In June 2014 was a one-day regional P-20 education conference that focused on bringing educators, local industry representatives, and policymakers together.

The June 2014 event included roundtable discussions between educators and community members, a student panel, and sessions highlighting current innovative efforts in schools. In June 2015, the event will highlight more school-community partnership programs and include greater participation from local industry representatives.

The **Digital Learning Consortium** - In summer 2014, the UA initiated talks with local schools through the ERZ to create and deliver digital content needed by schools to comply with the Digital Learning Law. Since that time, educators from local schools and the UA have been working collaboratively to form a digital learning consortium. This group (now co-led by the ERZ director and the Assistant Director of the NWAESC) will guide the process of creating three to five digital courses that will be available on a web-based platform for any school in Northwest Arkansas to use at no cost.

In January 2015, 17 local superintendents were surveyed to assess needs related to digital learning; specifically what courses are most needed. In the summer, three to five local teachers will receive stipends provided by the UA to develop digital courses alongside UA instructional designers. Courses should be ready to be utilized by schools by fall 2016.



The University of Arkansas at Fort Smith
Jennifer Jennings Davis, Education Renewal Zone Director,
Western Arkansas Education Renewal Zone

The **Adopt-a-Professor** Initiative at UAFS has been modeled after the Adopt-a-Classroom program through the UA-Fayetteville ERZ office. Planning for this UAFS ERZ program began in the 2013-14 academic year and continued through Fall 2014. The program official launched spring 2015. This program solicits volunteer professors from UAFS and volunteer P-12 teachers from our ERZ partner schools. Teachers and professors are matched primarily by content area and secondarily by age/grade level.

In the spring of 2015, the initiative’s inaugural semester, 11 UAFS professors and 15 P-12 teachers participated in 35 completed learning engagements. Of those 35 engagements 30 were at the schools, 4 visits to UAFS, and 1 day of visiting several community locations. During these 35 visits, the following contacts were made:

Students	1075
Teachers	47
UAFS Faculty	37
UAFS Staff	26
Pre-Service Teachers/UAFS Students	14
Building/District personnel	3
Parents	20
Community Members	5

In addition to the 35 engagements held this semester, the ERZ hosted a professor orientation for the professors going out into the schools, which was facilitated by the ERZ Director, Executive Director of the School of Education, and the science specialist with the campus STEM Center. The ERZ Director met as needed with principals and teachers interested in learning more about the program. The semester closed with a Celebration Reception on May 4, 2015 on the UAFS campus.

This is the third completed year that the River Valley **College and Career Readiness Preparatory Program (CCRPP)**. This is the third year of this ADE funded partnership and the grant proposal has been submitted for next year’s funding. The River Valley CCRPP consists of Fort Smith, Van Buren, Alma, and Greenwood School Districts and UAFS as represented by the ERZ. In addition to these four school districts, 11 other smaller districts are served by one of the four partner high schools, which means a total of 15 districts benefit from this program. Four two-week ACT prep sessions are held during the year (three during the school year and one during summer). Approximately 750 students participate during the year. For each of these 4 sessions an information day on the UAFS campus is planned; however, due to the academic calendar some years there have been less than 4 UAFS Days. Students register for sessions on topics such as admissions, financial aid, career services (preparing for scholarship interviews),

and residence life. This year, two UAFS days were planned: October 30 and June 5. For the October day, the UAFS ERZ hosted additional sessions featuring academic programs in the College of Applied Sciences; 59 students participated. For the June day, the ERZ will work with another college to provide informational sessions on their programs of study.

Students participating in the River Valley CCRPP increase their ACT score by an average of 2 points. Funding amounts for the past three years and the ask amount for the upcoming year are noted below.

- 2012-13 secured grant for \$338, 976
- 2013-14 secured grant for \$173,000
- 2014-15 secured grant for \$258,193
- 2015-16 ask amount of grant \$311,455

Each year the UAFS ERZ hosts the **Curriculum Advisory Conference** in consultation with the UAFS School of Education. The target audience for this conference is the university's pre-service teachers (approximately 600 students). The focus of the conference is based on current and pertinent topics in education. The last Curriculum Advisory Conference proved to be the most successful conference yet, as the ERZ was able to host Harry and Rosemary Wong. Not only did the conference include UAFS's pre-service teachers and faculty, but also for the first time, the event was opened to career teachers in ERZ partner schools and other regional schools, as well as pre-service teachers and faculty from area institutions of higher education.

For the conference this fall, the UAFS ERZ will replicate the success of the Wongs' visit by hosting Mr. Taylor Mali, nationally known teacher advocate, writer, and poet for the next Curriculum Advisory Conference. Mali is a four-time National Poetry Slam champion and the author of four books, including *What Teachers Make: In Praise of the Greatest Job in the World*. Since 1998, over one thousand people have become teachers after reading or listening to Taylor Mali's passionate poems about his experiences teaching middle school, high school, and college.

Following Mr. Mali speaking and book signing, an invitation-only session will be led by Mr. Mali. This session will be a writers' workshop of select area secondary teachers and their students. In this session teachers and a few of their students write, create, and learn together. Also included in this session will be pre-service teachers with concentrations in English Language Arts, and selected students from the creative writing program at UAFS.

UAFS hosted the inaugural **STEM WARS** on campus the last week of May 2015. STEM WARS is a district-wide engineering design challenge that engages students in learning science, technology, engineering, and mathematics through an integrated, problem-solving approach. The UAFS ERZ has partnered with Fort Smith Public Schools on this program.

- **Day One** featured grades 3 and 4, with approximately 700 students engaging in 3 possible design challenges (a mechanized scoop to perform specific tasks, a

wind powered car to travel the farthest distance, or a structure to withstand a simulated tornado).

- **Day Two** featured grades 5 and 6, with approximately 925 students engaging in 4 possible design challenges (strongest table made out of newspapers, egg drop safety structure from 1.5 meters, solar powered vehicle, or water tower that can withstand simulated earthquake).
- **Day Three** featured grades 7 through 9, with approximately 1,000 students engaging in 4 possible design challenges (design and construct boat that can travel 8 feet, design a Rube Goldberg style contraption that will accomplish specific objectives, design safety racer—built for speed but will protect egg cargo, or design an irrigation system that will move water from one source to another and perform 2 different functions).

UAFS professors assisted with refereeing the competition. Community science professionals (engineers, IT specialists, biologist, and environmental scientists) volunteered for judging. This has the potential of becoming an annual event. It also has the potential to expand to a regional competition.



University of Arkansas at Monticello

Tracie A. Jones, Director, Southeast/UAM Education Renewal Zone

The UAM/Southeast ERZ partners with 47 public schools (15 districts). Of those 47 schools, one is a needs improvement priority school, nine are needs improvement focus schools, 36 are needs improvement schools, and one is an achieving school. The ERZ at UAM facilitated a discussion and review of the ERZ Vision Statement in the UAM School of Education, STEM Center, and ERZ Stakeholders Meeting held on March 31, 2015. The UAM/Southeast ERZ was a very active ERZ this year, completing 24 separate projects in support of their partner schools. One of the major focuses for this ERZ is the Leadership Coaching training of administrators. Their collaborative understanding through their work with school improvement and scholastic audit is that leadership is a precursor to meaningful school turnaround.

In this report, four professional development activities and one STEM project are being highlighted. The following activities were a snapshot of the projects facilitated/supported by the UAM ERZ:

- The **Professors as Partners Project** continues as a program that supports ERZ partners (schools/districts). During 2014-2015, the Professors as Partners Project was re-emphasized for the UAM School of Education (SOE) faculty. Each SOE professor was assigned a district to contact monthly through phone calls, visits, and/or emails. Professors visited classrooms as experts, served as resources for materials and support, and modeled. As of January 28, 2015, there had been 319 cases of documented support and over 300 visits by UAM faculty (Arts/Humanities, Math/Science, School of Education), STEM Center Specialist, and ERZ Director.
- The **Leadership Coaching Level I** training was offered as a collaborative effort for UAM faculty as well as partner/associate partner school districts. This training was held on May 29-30 and June 4-5, 2014. There were 28 attendees representing UAM, the UAM STEM Center, and partner/associate partner schools. Leadership coaching training supports the development of instructional leaders who can impact greater student achievement and public school performance.
28 Attendees
2 UAM faculty/staff
1 STEM Center Specialist
1 ERZ Director
24 attendees from 7 school districts
- **Leadership Coaching Level II** was held on December 2-3, 2014 and January 28-29, 2015, with 16 attendees. Leadership Coaching training supports the further development of instructional leaders who impact greater student

achievement and public school performance in our area.

16 Attendees:

1 UAM faculty

1 ERZ Director

14 attendees from 4 school districts

Note: Since the Leadership Coaching training began in May 2013, UAM ERZ and partners have trained 56 school leaders and university faculty in Leadership Coaching for High Performance Level I, and 38 school leaders and university faculty in Leadership Powerful Coaching Level II.

- The ERZ partnered with the UAM STEM Center in the writing of the **NCLB Statistics and Probability Summer Institute** grant application. The SP6-8 Grant was written for \$72,518.07 to support content and pedagogy training for teachers in grades 6-8 focusing on Statistics and Probability. Institute will be held June 2015 for 8 days with 2 days of follow-up training in the fall and classroom visits by the trainers throughout the year.
- The UAM ERZ also collaborated with 8 academic departments at **UAM and Drew Central Schools** to plan and host the fall 8th Grade College Experience Day on October 28, 2014 for 36 students, and again on April 23, 2015, for 74 students. Students were divided into career clusters connected with their KUDER test results. The clusters were able to visit with a UAM faculty member from that career area to learn about skills, classes, careers, and expectations. They were also able to have a tour of the campus by a UAM Admission representative and a tour of the UAM Library from one of the Librarians. The school then provided them lunch in the UAM cafeteria to complete their college experience morning. The Drew Central Spring 8th Grade College Experience Day was attended by
110 total students,
6 Drew Central faculty members, and
8 UAM departments/units on campus.

Arkansas Educators Participate in Standard Setting for NCSC Assessment for Students with Significant Cognitive Disabilities in Indianapolis, Indiana.

The standard setting meeting to set the cut scores for the NCSC AA-AAS (National Center and State Collaborative for Alternate Assessment based on Alternate Achievement Standards) for Students with Significant Cognitive Disabilities was held August 10 to August 13, 2014, at the Conrad Hotel in Indianapolis, Indiana. Arkansas was represented by six educators from Arkansas School Districts; Cave City, Conway, Forrest City, Jonesboro, and Springdale. The educators were Special Education Supervisor, Lisa Birmingham of Forrest City, Local Special Education Coordinators, Patti Howse of Conway and Rachel Underdown of Springdale, and Classroom special education teachers, Pamela St. John of Cave City, Joan Digaetano of Forrest City, and Dena Decker of Jonesboro.

The method used for the Standard Setting is known as the Bookmark Method. A collection of test items is ordered from easiest to most difficult in an Ordered Item Book. Panelists place one or more “bookmarks” in that book of items to delineate the different performance levels. For the NCSC assessments there were 3 bookmarks/cuts placed in order to have 4 performance levels.

This process involved:

- taking the test to become familiar with the test taking experience;
- reviewing and discussing the performance level descriptors;
- reviewing the Ordered Item Book;
- completing an Item Map Form to identify the Knowledge, Skills, and Abilities specific to each item;
- using the Performance Level Descriptors to develop the definition of “borderline” for each performance level;
- individual and group review of Performance Level Descriptors;
- group discussion of what student performance in each performance level looks like;
- create bulleted lists of knowledge, skills and abilities that distinguish one performance level from another;
- reach consensus as a group about the KSAs that define borderline student performance at each performance level.
- practice bookmarking and do 3 rounds of bookmarking to reach consensus for the cut scores.

Upon completion of the process, the committee made cut score recommendations to the states. The cut scores were reviewed, showing impact data from the test scores for the Spring of 2015 testing data, by the Table leaders of each content area, Mathematics and English Language Arts. After adjustments were made, the cut scores and the performance level descriptors were accepted by the states leads.



National Center and State Collaborative

To: NCSC Operational Assessment State Partners
From: NCSC Project Staff Leads
Subject: NCSC Cut Scores and Approval Process
Date: August 14, 2015

Overview of Standard Setting Process

During the week of August 9-13, 2015, NCSC conducted a three-stage process where educators and policy makers from member states recommended three cut scores resulting in four performance levels: Level 1, Level 2, Level 3, and Level 4. The three-stage process included a Bookmark standard setting workshop, an articulation committee, and a meeting of state-level representatives from NCSC member states.

The Bookmark method involves rank-ordering the items by difficulty in an ordered item booklet. Panelists placed bookmarks to indicate the content that students should know in order to be placed in each performance level. During the standard setting meeting the panelists participated in three rounds of discussion and bookmark placement.

The cut scores resulting from the third round of judgments were brought to the Articulation Committee. The panelists in the Articulation Committee reviewed the system of cut scores and impact data across all the grades within a content area. The panelists recommended small adjustments to the cut scores for both Mathematics (3 cuts) and English Language Arts (4 cuts).

Finally, the NCSC state representatives discussed the recommendations from the articulation committee. Based on discussion and a review of the ordered item book, the NCSC state representatives moved one cut in mathematics and one cut in English Language Arts.

Table 1. Overview of Process for Establishing NCSC Cut Scores

Date	Process	Attendees	Purpose
August 10-12	Bookmark Standard Setting	Educators from NCSC States	During this three-day workshop, educators recommended content-based cut scores based on NCSC’s performance-level descriptors and NCSC test items.
August 13	Articulation Committee	Subset of Bookmark Panelists	During this committee meeting, educators discussed the pattern of cut scores across grades within a content area.
August 13	States finalize recommendation	Representatives from NCSC Member States	NCSC states reviewed and discussed the results of the standard setting and articulation committees. This group made small adjustments to the cut scores.
August 21	State Vote/Approval	Representatives (e.g., BOE) in Member States	States will approve the NCSC cut scores

NCSC Results Based on Recommended Cuts

The recommended cuts by grade and content area have resulted in the following results for the NCSC consortia 2015 operational assessment. The NCSC data below are confidential. States will receive their individual state impact data on Friday, August 14, 2015 through the secure Measured Progress FTP site.

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NCSC Mathematics							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	25	32	22	30	16	25	19
% Level 2	20	28	31	29	33	23	31
% Level 3	36	23	32	17	34	26	25
% Level 4	20	17	14	24	17	25	25
% Level 3 & 4	56	40	46	41	51	51	50

CONFIDENTIAL

NCSC English Language Arts							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	39	34	23	33	32	28	28
% Level 2	25	20	30	30	17	28	18
% Level 3	26	36	37	26	36	26	35
% Level 4	9	10	10	11	15	18	19
% Level 3 & 4	35	46	47	37	51	44	54



National Center and State Collaborative

On Tuesday, August 18, states will have their regular Tuesday, 2:00 – 4:00 ET call and will discuss each state's progress towards approval and any concerns. States must email Susan IZard at Izard.Susan@measuredprogress.org and Sharon Hall at Shall@edcount.com with your state's approval by 6:00pm ET on August 21, 2015. States must also notify Susan and Sharon if they choose not to use the NCSC recommended cut scores.

If an individual state chooses to establish its own cut scores, that state must procure its own reporting contract to include any additional work required for analysis, reporting, and interpretation guides. States that establish its own cut scores must also clearly indicate that its scores are not comparable to other NCSC states when reporting results. NCSC reports will be based on the cut scores that result from the process described above.

A handwritten signature in black ink that reads "Sharon E. Hall".

Sharon E. Hall
NCSC Director of Assessments

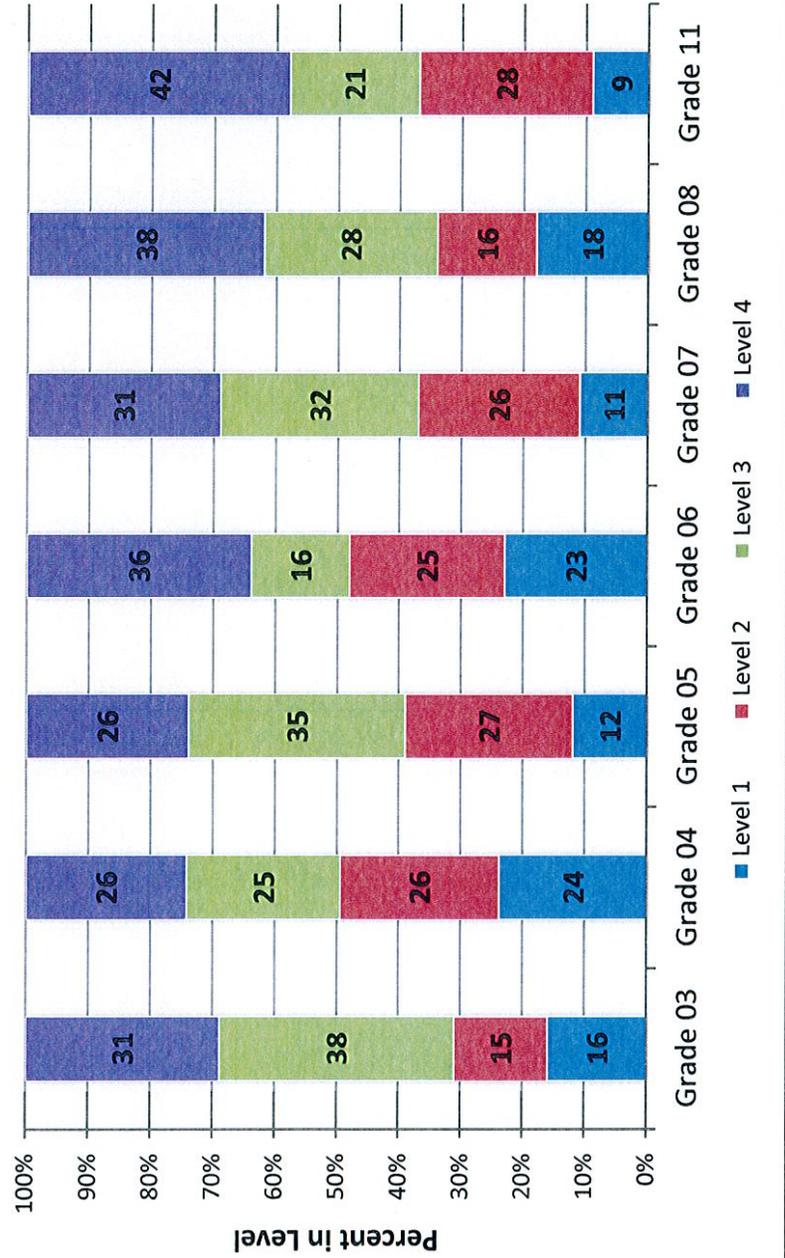
A handwritten signature in black ink that reads "Rachel F. Quenemoen".

Rachel F. Quenemoen
NCSC Project Director

	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
Level 1	16	24	12	23	11	18	9
Level 2	15	26	27	25	26	16	28
Level 3	38	25	35	16	32	28	21
Level 4	31	26	26	36	31	38	42

subject	subgroup	level	grade03	grade04	grade05	grade06	grade07	grade08	grade11
mat	AR	1	16	24	11.8	23.3	11.4	17.9	9.3
mat	AR	2	14.7	25.8	27.3	25.1	25.6	16.2	28
mat	AR	3	38.2	24.7	34.5	16.1	31.6	27.6	21
mat	AR	4	31.1	25.6	26.4	35.5	31.4	38.2	41.6

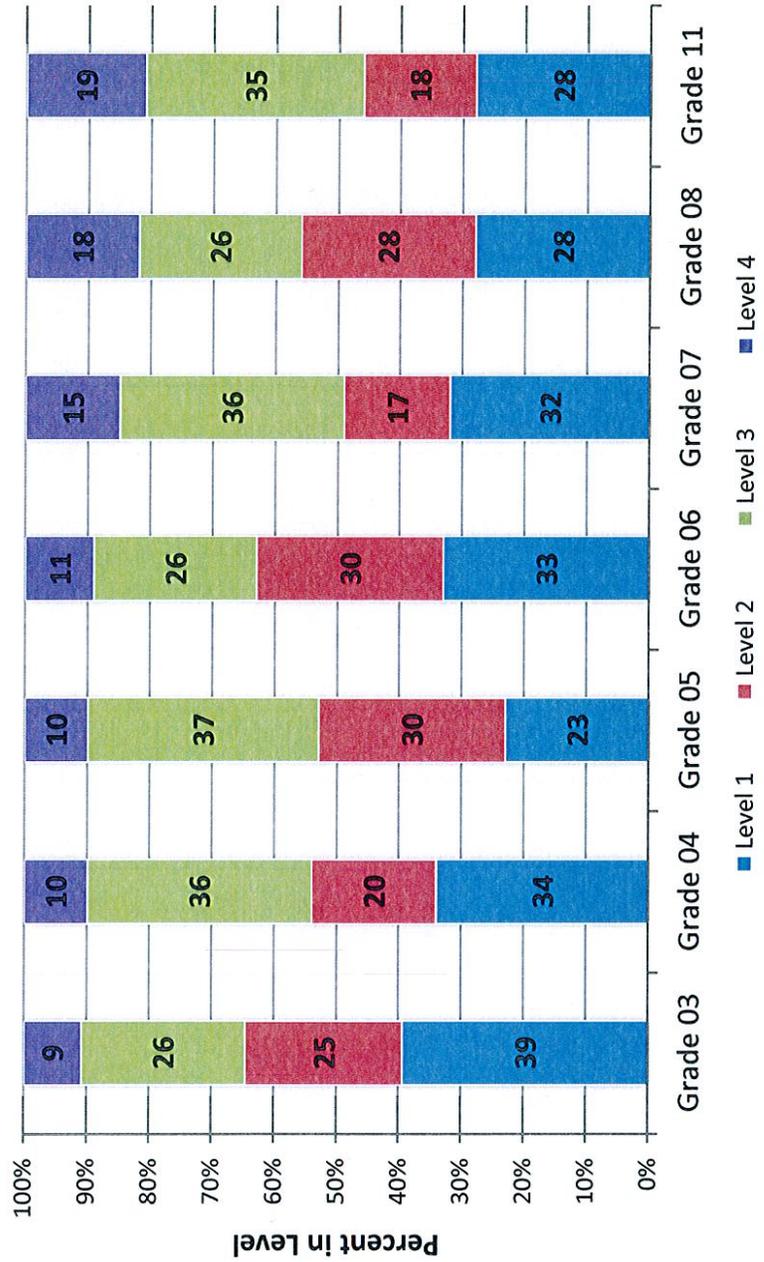
AR Cross-grade Impact Data: Mathematics



	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
Level 1	39	34	23	33	32	28	28
Level 2	25	20	30	30	17	28	18
Level 3	26	36	37	26	36	26	35
Level 4	9	10	10	11	15	18	19

subject	group	level	grade03	grade04	grade05	grade06	grade07	grade08	grade11
ela	Total	1	39.1	34.3	23.2	33	32.2	27.9	28
ela	Total	2	25.4	20.1	30	30	17	28.2	18.2
ela	Total	3	26.1	35.6	36.7	26.1	35.6	25.6	34.6
ela	Total	4	9.4	10	10.1	10.9	15.2	18.3	19.2

AR Cross-grade Impact Data: ELA



Grade 3 Mathematics

For further explanation, see the NCSC Family Guide to Grade-Level Instruction

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple addition problems with numerals and symbols; read a pictograph; identify growing patterns with pictures, objects, or shapes; identify the number of parts shaded in an object; identify an object that has the greater number of parts shaded; and identify an object divided in two equal parts.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple addition, subtraction, and multiplication problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); use objects to represent a multiplication problem; identify the next term in a list of numbers that follow a pattern; identify a number nearer to 1 or 10; and identify a rectangle that is divided into equal parts.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve addition, subtraction, and multiplication problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); check the correctness of an answer; find the missing term in a list of numbers that follow a pattern; round numbers; identify figures divided into equal parts; compare fraction models; count unit squares to total the area of a rectangle; and complete a bar graph.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: find the missing term in a list of numbers that follow a pattern; compare fractions with different numerators and the same denominator; round numbers; apply appropriate concepts of quantities and operations to mathematical situations to solve addition, subtraction, and multiplication word problems; check the correctness of an answer; count unit squares to total the area of a rectangle; and complete a bar graph.

Grade 4 Mathematics

For further explanation, see the NCSC Family Guide to Grade-Level Instruction

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with numerals and symbols related to rounding whole numbers; understand the meaning of equivalent whole numbers and fractions; identify a rectangle with the larger or smaller perimeter; identify the greatest value in a bar graph; and identify the sides and angles of a rectangle.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple multiplication problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); round numbers; identify parts and wholes; identify equivalent fractions; identify one set of objects divided into two equal parts; identify the parts of 2-dimensional shape; and compute the perimeter of a rectangle.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve multiplication word problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); check the correctness of an answer; show division of objects into two equal groups; round numbers; identify equivalent and non-equivalent fractions; sort a set of 2-dimensional shapes; compute the perimeter of a rectangle; and transfer data to a graph.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: round numbers; identify equivalent and non-equivalent fractions with different denominators; sort a set of 2-dimensional shapes; transfer data to a graph; apply appropriate concepts of quantities and operations to mathematical situations to solve multiplication word problems; check the correctness of an answer; divide a set of objects into equal groups; and compute the perimeter of a rectangle.

Grade 5 Mathematics

For further explanation, see the NCSC Family Guide to Grade-Level Instruction

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple subtraction problems with numerals and symbols; identify place values; measure with feet and yards; read time on an analog clock; read graphs; and recognize how one set of objects can be divided into two equal parts.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with decimals using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); identify place values; round decimal numbers; identify the effects of addition and multiplication; identify a representation of addition of fractions; and convert standard measurements.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve problems with whole numbers, fractions or decimals using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); identify place values; round decimals; identify the effects of multiplication; convert standard measurements including minutes and hours; locate a given point on a coordinate plane; and make comparisons between data sets.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: identify place value; round decimals; convert standard measurements including minutes and hours; locate a given point on a coordinate plane when given an ordered pair; apply appropriate concepts of quantities and operations to mathematical situations to solve word problems with whole numbers, fractions, or decimals; and make comparisons between line graphs.

Grade 6 Mathematics

For further explanation, see the NCSC Family Guide to Grade-Level Instruction

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with numerals and symbols related to percent, rates, number lines, and area; identify what an unknown represents in an equation; and describe data sets.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with whole numbers or decimals using mathematical language and symbolic representations (e.g., $<$, $>$, $=$) about ratios, negative numbers, and fractions; describe data sets; and solve real world measurement problems using percent or rates.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of positive and negative values on a number line; describe mean, median or mode in a data set; solve problems with whole numbers or decimals using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); solve word problems with percent, ratios, rates, or with a variable; and compute the area of a parallelogram.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of positive and negative values; describe mean, median or mode in a data set; apply appropriate concepts of quantities and operations to mathematical situations to solve problems using three-digit numbers or decimals; solve word problems with percent, ratios, rates, or with a variable; and compute the area of a parallelogram.

Grade 7 Mathematics

For further explanation, see the NCSC Family Guide to Grade-Level Instruction

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with numerals and symbols related to a negative number and its multiplication or division by a positive number; identify surface area, area and circumference of a circle; and read a bar graph.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple multiplication problems with positive/negative whole numbers using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); identify the meaning of an unknown variable in an equation; describe a ratio; identify the surface area of a three-dimensional figure; and determine when a graph of a data set is increasing or decreasing.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of ratios and rates; identify proportional measures of two quantities; solve multiplication and division problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$) with positive/negative whole numbers, percent, ratios or unknowns; and compute the area of a circle, and surface area of a three-dimensional shape.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of ratios and rates; identify proportional relationships between two quantities shown in a table or graph; apply appropriate concepts of quantities and operations to mathematical situations to solve problems using positive/negative whole numbers, percent, ratios or unknowns; and compute the area of a circle and surface area of a three-dimensional shape.

Grade 8 Mathematics

For further explanation, see the NCSC Family Guide to Grade-Level Instruction

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with numerals and symbols related to decimal numbers; identify congruent and similar shapes, and surface area; plot points on a graph; and identify larger and smaller quantities presented in a graph.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$, x , y); identify and describe proportional measures of two quantities presented in graphs and data tables; identify the y -intercept of a graph; match congruent or similar figures; and relate a graph to the context of a word problem.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: determine approximate value of irrational numbers; identify congruent and similar figures; describe the relationship between two variables shown on a graph; plot data on a graph; use mathematical language and symbolic representations (e.g., $<$, $>$, $=$, x , y) to solve problems about: slope of a linear graph; the change in area of a figure when its dimensions are changed; and the volume of a cylinder.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of congruent and similar figures; determine approximate value of irrational numbers; identify and describe the relationship between two variables shown on a graph; plot data on a graph; apply appropriate concepts of quantities and operations to mathematical situations to solve problems about: linear equations; slope of a linear graph, the change in area of a figure when its dimensions are changed; and the volume of a cylinder.

Grade 11 Mathematics

For further explanation, see the NCSC Family Guide to Grade-Level Instruction

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple real world problems with numerals and symbols; write equations; represent quantities in multiple combinations; complete the formula for area of a figure; determine whether a given point is or is not part of a data set shown on a graph; and identify an extension of a line graph.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple word problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$, x , y), write equations that contain a variable; solve a real world problem using a line graph; calculate the mean and median of a set of data; identify the hypotenuse of a right triangle; the greatest or least value of data shown on a number line; the missing label on a histogram; and a model that represents a square number.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of how to represent and interpret data using histograms; work with exponents; identify features of a three-dimensional figure; use measurements to find similar triangles; solve real world problems using mathematical language, symbolic representations (e.g., $<$, $>$, $=$) and variables (x , y) or with a line graph; solve real world measurement problems that require unit conversion; calculate the mean and median of a set of data; and make predictions from data tables and graphs to solve problems.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of how to represent and interpret data using histograms; work with exponents; identify features of a three-dimensional figure; use measurements to find similar triangles; apply appropriate concepts of quantities and operations to mathematical situations to solve real world problems using variables (x , y) or with a line graph; solve real world measurement problems that require unit conversion; calculate the mean and median of a set of data; and make predictions from data tables and graphs to solve problems.

Grade 3 ELA

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary text with simple sentences to identify topic, characters, settings, and details, and define the meaning of words (nouns).
- Use brief informational text with simple sentences to identify topic, title, captions, headings, and illustrations related to a topic.
- Develop explanatory text by identifying a statement related to an everyday topic.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary texts with clear ideas and simple and compound sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words.
- Use brief informational texts with clear ideas and simple and compound sentences to identify the purpose of and use information presented in charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea of a text with details, and use content to define multiple meaning words.
- Identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle).
- Develop an explanatory text by identifying a category related to a set of facts and develop a story by identifying beginning, middle, and end.

Level 3 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with clear to implied ideas and varied sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words.
- Use informational texts with clear to implied ideas and varied sentences to identify the purpose of and use information from charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea with details, and use context to define multiple meaning words.
- Identify grade level words.
- Develop an explanatory text by identifying a category related to a set of facts and text features (such as captions or diagrams) to present information; and develop a story by identifying beginning, middle, and end.

Level 4 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with implied ideas and varied sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words.
- Use informational texts with connections among a range of ideas and varied sentences to identify the purpose of and use information from charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea with details, and use context to define multiple meaning words.
- Identify grade level words.
- Develop an explanatory text by identifying a category related to a set of facts and text features (such as captions or diagrams) to present information; and develop a story by identifying beginning, middle, and end.

Grade 4 ELA

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary text with simple sentences to identify topics, characters, details, and define words often used in written texts and use context to define multiple meaning words.
- Use brief informational text with simple sentences to identify topic, charts, graphs, diagrams, and timelines, and use context to define multiple meaning words.
- Develop explanatory text by identifying a concluding sentence.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary texts with clear ideas and simple and compound sentences to identify the theme and supporting details, use details to describe character traits, answer questions about what the text says, and identify sentences that accurately use words that frequently appear in written texts, and use context to define multiple meaning words.
- Use brief informational texts with clear ideas and simple and compound sentences to identify the main idea, locate and use information in graphs, charts, diagrams, or timelines to answer questions, and use context to define multiple meanings of words.
- Identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle).
- Develop explanatory text by identifying a related, concluding sentence and develop a story by identifying beginning, middle, and end.

Level 3 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with clear to implied ideas and varied sentences to identify the theme and supporting details, use details to answer specific questions, describe character traits using text-based details, and identify sentences that accurately use words that frequently appear in written texts, and use context to define multiple meaning words.
- Use informational texts with clear to implied ideas and varied sentences to identify the main idea, how the information provided in charts, graphs, or timelines supports an understanding of the text, and use information from charts, graphs, diagrams, or timelines to answer questions, and use context to define multiple meaning words.
- Identify grade level words.
- Develop explanatory text by identifying a related, concluding sentence and text features (such as headings or charts) to present information; and develop a story by identifying beginning, middle and end.

Level 4 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with implied ideas and varied sentences to determine the theme and identify supporting details, use details to answer specific questions, describe character traits using text-based details, and identify sentences that accurately use words that frequently appear in texts, and use context to define multiple meaning words.
- Use informational texts with connections among a range of ideas and varied sentences to identify the main idea, how the information provided in charts, graphs, or timelines supports an understanding of the text, and use information from charts, graphs, diagrams, or timelines to answer questions, and use context to define multiple meaning words.
- Identify grade level words.
- Develop explanatory text by identifying a related, concluding sentence and text features (such as headings or charts) to present information; and develop a story by identifying beginning, middle and end.

Grade 5 ELA

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary text with simple sentences to identify an event from the beginning of the text, characters, settings, events, and details.
- Use brief informational text with simple sentences to identify topic, main idea, and differences about information in two sentences.
- Develop explanatory text by identifying a category related to a set of nouns.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary texts with clear ideas and simple and compound sentences to answer questions about what the text says, compare characters, settings, and events, summarize a text, and use context to define multiple meaning words.
- Use brief informational texts with clear ideas and simple and compound sentences to identify the main idea and supporting details, use details from the text to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words.
- Develop an explanatory text that is organized for a specific text structure and develop a story by identifying beginning, middle, and end.

Level 3 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with clear to implied ideas and varied sentences to compare characters, settings, and events, summarize a text, answer questions about what the text says, and use context to define multiple meaning words.
- Use informational texts with clear to implied ideas and varied sentences to identify the main idea and supporting details, use details to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words.
- Develop an explanatory text that is organized for a specific text structure and supported with relevant information; and develop a story by identifying beginning, middle, and end.

Level 4 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with implied ideas and varied sentences to compare characters, settings, and events, summarize a text, answer questions about what the text says, and use context to define multiple meaning words.
- Use informational texts with connections among a range of ideas and varied sentences to identify the main idea and supporting details, use details to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words.
- Develop an explanatory text that is organized for a specific text structure and supported with relevant information; and develop a story by identifying beginning, middle, and end.

Grade 6 ELA

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary text with simple sentences to identify characters, events, and details, and use context to define multiple meaning words.
- Use brief informational text with simple sentences to identify topics, facts, main ideas, a description of individuals or events, and define words often used in written texts.
- Develop a story by identifying a sequence of events presented in order.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary texts with clear ideas and simple and compound sentences to answer questions about what the text says, identify details that support inferences about characters, summarize a text, and use context to define multiple meaning words.
- Use brief informational texts with clear ideas and simple and compound sentences to answer questions and identify details that develop key ideas.
- Develop a story by identifying the next event and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 3 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with clear to implied ideas and varied sentences to answer questions about what the text says, identify text details that support inferences about characters, summarize a text, and use context to define multiple meaning words.
- Use informational texts with clear to implied ideas and varied sentences to identify details that develop key ideas, support the author's claim with evidence, summarize information from different texts, and use subject-specific words accurately in sentences.
- Develop a story by identifying the next event and using transition words and phrases (such as *later* or *first of all*) to convey a sequence of events; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 4 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with implied ideas and varied sentences to answer questions about what the text says, identify details that support inferences about characters, summarize a text, and use context to define multiple meaning words.
- Use informational texts with connections among a range of ideas and varied sentences to identify details that develop key ideas, support the author's claim with evidence, summarize information in different texts, and use subject-specific words accurately in sentences.
- Develop a story by identifying the next event and using transition words and phrases (such as *later* or *first of all*) to convey a sequence of events; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Grade 7 ELA

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary text with simple sentences to identify themes and inferences and use context to define words.
- Use brief informational text with simple sentences to identify a conclusion, a claim an author makes, compare and contrast two statements related to the same topic, and use context to define words.
- Develop a story by identifying a picture that includes an event described in the text.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary texts with clear ideas and simple and compound sentences to answer questions and identify details to support themes and inferences.
- Use brief informational texts with clear ideas and simple and compound sentences to identify the relationship between events or individuals in a text and use evidence from the text to support an author's claim.
- Develop a story by identifying the next event and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 3 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with clear to implied ideas and varied sentences to answer questions, identify details to support themes and inferences, and use context to define phrases.
- Use informational texts with clear to implied ideas and varied sentences to identify details to support a conclusion, explain how the interactions between individuals, events, or ideas are influenced by each other, identify evidence from a text to support an author's claim, compare and contrast how two authors write about the same topic, and use context to define phrases.
- Develop a story by identifying the next event and a conclusion; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 4 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with implied ideas and varied sentences to answer questions, identify details to support themes and inferences, and use context to define phrases.
- Use informational texts with connections among a range of ideas and varied sentences to identify details to support a conclusion, explain how the interactions between individuals, events, or ideas are influenced by each other, identify evidence from a text to support an author's claim, compare and contrast how two authors write about the same topic, and use context to define phrases.
- Develop a story by identifying the next event and a conclusion; and develop an explanatory text that provides information by identifying introduction, body, and conclusion

Grade 8 ELA

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary text with simple sentences to identify theme, inferences, and use context to define multiple meaning words.
- Use brief informational text with simple sentences to identify a fact related to an argument, a similar topic in two informational texts, and define words often used in written texts.
- Develop an argument by identifying a writer's opinion.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary texts with clear ideas and simple and compound sentences to identify details to support a conclusion, a portion of text which contains specific information, and identify how theme is developed, and use context to define words and phrases.
- Use brief informational texts with clear ideas and simple and compound sentences to identify an inference, the portion of text which contains specific information, an argument the author makes, and where two texts present different interpretations of facts, and use subject-specific words or phrases accurately.
- Develop an argument by identifying an idea relevant to a claim and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 3 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with clear to implied ideas and varied sentences to identify details to support a conclusion from text and identify how theme is developed and use context to define words and phrases.
- Use informational texts with clear to implied ideas and varied sentences to identify details to support an inference from a text, identify the information (such as facts or quotes) in a section of text that contributes to the development of an idea, identify an argument the author makes and where two texts two texts present different interpretations of facts, and use subject-specific words and phrases accurately.
- Develop an argument by identifying and organizing relevant information to support a claim; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 4 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with implied ideas and varied sentences to identify details to support a conclusion from text and identify how theme is developed and use context to define words and phrases.
- Use informational texts with connections among a range of ideas and varied sentences to identify details to support an inference from a text, identify the information (such as facts or quotes) in a section of text that contributes to the development of an idea, identify an argument the author makes and where two texts two texts present different interpretations of facts, and use subject-specific words and phrases accurately.
- Develop an argument by identifying and organizing relevant information to support a claim; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Grade 11 ELA

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary text with simple sentences to identify a summary of a text, events, and identify a word used to describe a person, place, thing, action or event.
- Use brief informational text with simple sentences to identify central idea, facts, what an author tells about a topic, and a word used to describe a person, place, thing, action or event, and use context to define words.
- Develop an explanatory text by identifying information which is or is not related to the topic.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use brief literary texts with clear ideas and simple and compound sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases.
- Use brief informational texts with clear ideas and simple and compound sentences to identify details that develop central idea, identify conclusions and author's point of view, and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases.
- Develop an explanatory text by grouping information and develop an argument by identifying introduction, claim, evidence, and conclusion.

Level 3 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with clear to implied ideas and varied sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases.
- Use informational texts with clear to implied ideas and varied sentences to identify details to support a conclusion or develop a central idea, identify an author's point of view and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases.
- Develop an explanatory text by identifying and grouping relevant information to address the topic; and develop an argument by identifying introduction, claim, evidence, and conclusion.

Level 4 (Meets Expectations)

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:

- Use literary texts with implied ideas and varied sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases.
- Use informational texts with connections among a range of ideas and varied sentences to identify details to support a conclusion or develop a central idea, identify an author's point of view and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases.
- Develop an explanatory text by identifying and grouping relevant information to address the topic; and develop an argument by identifying introduction, claim, evidence, and conclusion.



ARKANSAS

K-12 COMPUTER SCIENCE

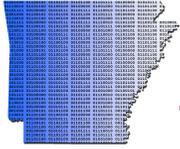
A FRAMEWORK FOR DYNAMIC LEARNING

Computer Science Initiative Grants

80 grant payments (districts) totaling \$1,641,853.74 representing 85 MOUs

As of August 25, 2015 two MOUs are outstanding. Both districts have sent certified letters and an additional courtesy email notifying them that they have until August 26, 2015 to submit the MOU.

LEA #	DISTRICT	AMOUNT AWARDED
1701000	ALMA SCHOOL DISTRICT	20,000.00
1002000	ARKADELPHIA SCHOOL DISTRICT	15,376.96
	ARKANSAS SCHOOL FOR MATHEMATICS, SCIENCES, AND THE ARTS	10,000.00
7401000	AUGUSTA SCHOOL DISTRICT	20,000.00
7301000	BALD KNOB SCHOOL DISTRICT	20,000.00
3201000	BATESVILLE SCHOOL DISTRICT	40,000.00
6302000	BENTON SCHOOL DISTRICT	20,000.00
401000	BENTONVILLE SCHOOL DISTRICT	20,000.00
502000	BERGMAN SCHOOL DISTRICT	20,000.00
801000	BERRYVILLE SCHOOL DISTRICT	20,000.00
4801000	BRINKLEY SCHOOL DISTRICT	20,000.00
6303000	BRYANT SCHOOL DISTRICT	20,000.00
4304000	CABOT SCHOOL DISTRICT	20,000.00
5204000	CAMDEN FAIRVIEW SCHOOL DIST.	20,000.00
6802000	CAVE CITY SCHOOL DISTRICT	18,500.00
4802000	CLARENDON SCHOOL DISTRICT	20,000.00
3601000	CLARKSVILLE SCHOOL DISTRICT	16,845.13
2301000	CONWAY SCHOOL DISTRICT	20,000.00
7504000	DARDANELLE SCHOOL DISTRICT	20,000.00
402000	DECATUR SCHOOL DISTRICT	20,000.00
5106000	DEER/MT. JUDEA SCHOOL DISTRICT	20,000.00
1802000	EARLE SCHOOL DISTRICT	20,000.00
5301000	EAST END SCHOOL DISTRICT	20,000.00
7001000	EL DORADO SCHOOL DISTRICT	20,000.00
7201000	ELKINS SCHOOL DISTRICT	18,000.00
7202000	FARMINGTON SCHOOL DISTRICT	20,000.00
7203000	FAYETTEVILLE SCHOOL DISTRICT	20,000.00
4501000	FLIPPIN SCHOOL DISTRICT	20,000.00
6601000	FORT SMITH SCHOOL DISTRICT	12,905.51

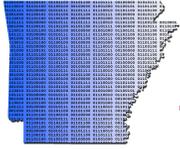


ARKANSAS

K-12 COMPUTER SCIENCE

A FRAMEWORK FOR DYNAMIC LEARNING

4603000	FOUKE SCHOOL DISTRICT	20,000.00
4708000	GOSNELL SCHOOL DISTRICT	20,000.00
2303000	GREENBRIER SCHOOL DISTRICT	20,000.00
2807000	GREENE CO. TECH SCHOOL DIST.	19,975.00
7204000	GREENLAND SCHOOL DISTRICT	19,816.51
6602000	GREENWOOD SCHOOL DISTRICT	20,000.00
2304000	GUY-PERKINS SCHOOL DISTRICT	20,000.00
203000	HAMBURG SCHOOL DISTRICT	20,000.00
701000	HAMPTON SCHOOL DISTRICT	20,000.00
503000	HARRISON SCHOOL DISTRICT	20,000.00
6703000	HORATIO SCHOOL DISTRICT	20,000.00
2603000	HOT SPRINGS SCHOOL DISTRICT	20,000.00
3306000	IZARD CO. CONS. SCHOOL DIST.	20,000.00
6050000	JAX LIGHTHOUSE CHARTER SCH	20,000.00
5503000	KIRBY SCHOOL DISTRICT	17,300.00
2606000	LAKESIDE SD (Hot Springs - Garland)	20,000.00
506000	LEAD HILL SCHOOL DISTRICT	20,000.00
3904000	LEE COUNTY SCHOOL DISTRICT	20,000.00
7205000	LINCOLN SCHOOL DISTRICT	20,000.00
6048000	LISA ACADEMY NLR	20,000.00
6001000	LITTLE ROCK SCHOOL DISTRICT	97,749.25
1402000	MAGNOLIA SCHOOL DISTRICT	20,000.00
4712000	MANILA SCHOOL DISTRICT	19,992.88
1804000	MARION SCHOOL DISTRICT	20,000.00
5404000	MARVELL SCHOOL DISTRICT	18,700.00
2305000	MAYFLOWER SCHOOL DISTRICT	20,000.00
303000	MOUNTAIN HOME SCHOOL DISTRICT	20,000.00
5008000	NEVADA SCHOOL DISTRICT	20,000.00
6002000	NORTH LITTLE ROCK SCHOOL DISTRICT	20,000.00
4713000	OSCEOLA SCHOOL DISTRICT	19,250.00
5706000	OUACHITA RIVER SCHOOL DISTRICT	20,000.00
6205000	PALESTINE-WHEATLEY SCH. DIST.	20,000.00
2808000	PARAGOULD SCHOOL DISTRICT	20,000.00
7206000	PRAIRIE GROVE SCHOOL DISTRICT	17,700.00
5006000	PRESCOTT SCHOOL DISTRICT	2,100.00
4706000	RIVERCREST SCHOOL DISTRICT 57	19,250.00
405000	ROGERS SCHOOL DISTRICT	20,000.00
7311000	SEARCY SPECIAL SCHOOL DISTRICT	20,000.00
7105000	SOUTH SIDE SD (Bee Branch-Van Buren Cty)	20,000.00
2906000	SPRING HILL SCHOOL DISTRICT	20,000.00



ARKANSAS

K-12 COMPUTER SCIENCE

A FRAMEWORK FOR DYNAMIC LEARNING

7207000	SPRINGDALE SCHOOL DISTRICT	20,000.00
4003000	STAR CITY SCHOOL DISTRICT	19,997.50
4605000	TEXARKANA SCHOOL DISTRICT	20,000.00
5050000	VALLEY SPRINGS SCHOOL DISTRICT	20,000.00
1612000	VALLEY VIEW SCHOOL DISTRICT	20,000.00
1705000	VAN BUREN SCHOOL DISTRICT	19,795.00
6401000	WALDRON SCHOOL DISTRICT	20,000.00
1803000	WEST MEMPHIS SCHOOL DISTRICT	20,000.00
3510000	WHITE HALL SCHOOL DISTRICT	18,600.00
1505000	WONDERVIEW SCHOOL DISTRICT	20,000.00
4502000	YELLVILLE-SUMMIT SCHOOL DIST.	20,000.00

TOTAL AWARDED = 1,641,853.74

K-12 Computer Science Curriculum Standards

Invites for the K-8 Computer Science Curriculum Standards committees have been sent out.

Work days are the Monday, Tuesday, and Wednesday prior to the State Board meetings in October, November, and December.

LYNDA.COM

ArkansasIDEAS (<http://ideas.aetn.org/>) is now providing access to Lynda.com to all public and charter school teachers and administrators through the ArkansasIDEAS portal. Lynda.com adds over 5,161 technology professional development courses to the ArkansasIDEAS learning system. These courses focus on various technological subjects including developer, design, web, photography, business, education, 3D/animation, video, and audio/music. Courses specific to computer science cover 116 programming languages and 5,347 video tutorials specific to programming. These programming classes will provide incredible support for computer science teachers. In addition, all teachers now have a wealth of technology courses available at their convenience.

Minutes
State Board of Education Special Committee on Academic Distress Meeting
Friday, August 14, 2015

The State Board of Education Special Committee on Academic Distress met Friday, August 14, 2015, in the Arkansas Department of Education Auditorium. Chair Vicki Saviers called the meeting to order at 4:15 p.m.

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

Absent: none

Reports

Report-1 Chair's Report

No report.

Consent Agenda

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

Item included in the Consent Agenda:

- Minutes - July 10, 2015

Action Agenda

A-1 Progress Report from Belair Middle School and Pine Bluff High School in the Pine Bluff School District

Pine Bluff School District Superintendent Dr. T. C. Wallace, Jr. said the school board and the superintendent are on the same page. He said the district was overstaffed and, therefore, reduced some positions. He said the district closed two schools, eliminated 68 teaching and support positions and eliminated five administrative positions. He said some expenditures were also abolished. He said these reductions resulted in financial savings to the district. He said he anticipated increased enrollment in the district. He asked the Board to include the district in solving issues reported to the State Board members.

Pine Bluff School Board President Mr. Harold Jackson said the school board

approved the reductions described by Dr. Wallace. He said the school board was committed to removing the school from the academic distress list. He said the school board members attended the requested training. He said the school board meets monthly as required and also meets for a work study session monthly.

School Improvement Director Dr. Richard Wilde said through observation, he has noted more planning and educators have more voice in decisions. He said it is early in the change process and there needed to be continued monitoring. He said the school board needed to be more transparent in their discussion of the actions. He said the superintendent is delegating to the chief officers and being more inclusive. He said the systems are not in place at this time. He said it is too early in the year to evaluate the effectiveness. He said the school was working on changing the culture of the adults but also needed to consider a plan to change the culture of learning by the students.

Dr. Wallace said he is licensed as a superintendent in Arkansas, Texas, New York, Mississippi, and Michigan. He said his license is provisional in Arkansas. He said he communicates directly with the chief officers and administrators. He said the district had a needs assessment completed by an outside provider and by internal groups. Dr. Wallace said he projected a reduction in cost for external providers.

Chief School Reform Officer Ms. Alesia Smith said the teachers have received training on BloomBoard. She said the curriculum is vertically aligned. She said the needs assessment was ongoing with feedback from administrators and teachers. She said the district would use The Learning Institute and Star Reading and Math as interim assessments. She said they would use Compass for interventions. She said the principals were working with their staffs to build expectations around the new vision for the Pine Bluff School District. She said the district had worked with two external providers – From the Heart and Keith Sanders Group. She said the district currently has a contract with From the Heart, but no contract has been signed for the Keith Sanders Group.

Public School Accountability Coordinator Mr. Elbert Harvey said that Dr. Wallace's provisional license expires March 17, 2016. He recommended the district collaborate with the chamber of commerce and schedule regular community meetings and report the feedback.

Motion

Ms. Zook made a motion, seconded by Mr. Williamson, to provide a full report of progress and concerns, to hold a town hall meeting to inform the public, and report progress to the State Board in November 2015. The motion carried unanimously.

Adjournment

The meeting adjourned at 5:15 p.m.

Minutes recorded by Deborah Coffman.