

# ARKANSAS

June 18, 2012 Resubmission

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## ***ESEA Flexibility Request***

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U.S. Department of Education  
Washington, DC 20202

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## COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Arkansas Department of Education	Requester's Mailing Address: Four Capitol Mall Little Rock, AR 72201
State Contact for the ESEA Flexibility Request  Name: John Hoy  Position and Office: Assistant Commissioner of Academic Accountability  Contact's Mailing Address: Four Capitol Mall, Room 205-B Little Rock, AR 72201  Telephone: 501.682.5891  Fax: 501.682.7966  Email address: john.hoy@arkansas.gov	
Chief State School Officer (Printed Name): Dr. Tom W. Kimbrell	Telephone: 501.682.4203
Signature of the Chief State School Officer:  X _____	Date: February 27, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

**WAIVERS**

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its

LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs

to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

- 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

**ASSURANCES**

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and SWD, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)



- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

**If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:**

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

## CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

### Consultation

Since the announcement of the opportunity to seek ESEA Flexibility, the Arkansas Department of Education (ADE) has been busy gathering thoughts from teachers, school leaders, parents and the general public on measuring school and teacher effectiveness, rewarding school success and helping schools improve.

ADE took an aggressive approach to engage and obtain input from educators including teachers and their representatives, parents and the general public to inform the development of this application. The Department hosted five rounds (two meetings each day) of public open forums across the state to solicit feedback from educators and interested community members from November-December, 2011. These face-to-face meetings afforded opportunities to share information about proposed accountability redesign concepts and engage in meaningful dialogue with constituents.

Teachers and administrators participating in these meetings provided valuable input that was incorporated into the state’s ESEA’s flexibility request. They were primarily concerned about the training required to support teachers and administrators in the new Teacher Evaluation and Support System. Attendance at the ten meetings included the following:

98 students  
22 parents  
102 teachers  
300 administrators  
83 community members

At each meeting, ADE staff gave an overview of the Principles contained within the waiver request—college and career ready expectations for all students; state-developed systems for differentiated recognition, accountability and support; and support for effective instruction and leadership, including new legislation for teacher evaluation and support systems. Links to the ESEA Flexibility documents were shared at each meeting.

Notice of the meetings was provided in a commissioner’s memo and posted on the ADE website (Attachment 1). In addition, a statewide press release notified media outlets of the dates, times and locations of the public forums (Attachment 2). Professional organizations—Arkansas Association of Educational Administrators (AAEA), Arkansas School Boards Associations (ASBA) and the Arkansas Education Association (AEA)—disseminated the notice among their members. Input was solicited from Native American leaders, the National Association for the Advancement of Colored People, special education community action groups, as well as schools and districts with high student populations of English learners (ELs).

The ADE provided a public comment email address ([ade.nclbwaivers@arkansas.gov](mailto:ade.nclbwaivers@arkansas.gov)) to seek ongoing input from all teachers, school administrators, parents and community members. In addition, all stakeholders had opportunity to submit comments through a statewide survey posted on the ADE website <http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=515&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx>. The survey yielded more than 200 respondents.

Arkansas also engaged stakeholders through a comprehensive approach that included a number of strategies to seek input and shape the creation of a next generation accountability system that fosters college and career readiness for all students. These included the core-working group, the stakeholder committee representing critical groups—civil rights, parents, business, educators and partner educational agencies—and the state’s Committee of Practitioners. Students were also given an opportunity to weigh in during meetings at local high schools. A listing of the meetings and those in attendance is provided in Attachment 3.

The ADE’s stakeholder engagement went beyond efforts mentioned above to include meetings with focus groups—Arkansas Association of Special Education Administrators, an advisory group of Arkansas school superintendents, the state’s commission for closing the achievement gap (Attachment 23), civil rights groups and adult English language learners (Attachment 24). Additional information was presented at statewide meetings—Arkansas Association of Educational Administrators, Arkansas School Boards Association and Arkansas Education Association (Attachment 20). These presentations were disseminated with each professional organization’s statewide membership. The public was afforded an opportunity for feedback through a statewide survey and a designated email address for the ESEA flexibility request.

The Commissioner’s Superintendent Advisory Council was convened to share and discuss the draft plan. The conversation generated concerns about how to ensure students with disabilities (SWD) and ELs master the Common Core State Standards. ADE affirmed its commitment to working with key entities and organizations to ensure educators have the skills necessary to support learner-centered instruction for college and career readiness.

In addition, the State Board of Education conducted a weekend work session focused on the ESEA Flexibility application.

Some comments from stakeholders during our public meetings were:

“I appreciate the geographic locations of the hearings.”

“I think a lot of these schools have languished...we can do a lot of things with consequences but until we set appropriate realistic goals for students and teachers to achieve...we are going to stay constantly frustrated by the results we get.” *Brenda Gullett, State Board Member*

And, one we have tried to adhere to as this application was written:

“Be thoughtful as you work on this Flexibility request, especially in the areas of (a) communication to school employees and the public and (b) smoothness of transitional implementation.”

ADE will continue its stakeholder engagement subsequent to approval of its ESEA Flexibility request. Staff will tour the state to educate schools and members of the public on changes being made to the state’s accountability system. ADE will also produce online tutorials and videos to explain aspects of the new system. This effort will be aimed at teachers, principals, parents and members of the public with the goal of ensuring the legitimacy of the state’s plan.

Of great importance is the ongoing collaboration between Commissioner of Education Dr. Tom Kimbrell and the State Board of Education to assist the state’s schools in the implementation of the Common Core State Standards that define the path to readiness for college, careers and informed citizenship. The flexibility requested in this application will help ensure improvement in this area.

## EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

## OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

### **Overview**

The vision of the Arkansas Department of Education (ADE) is to provide an innovative, comprehensive education system focused on outcomes that ensure every student in Arkansas is prepared to succeed in post-secondary education and careers. To assist in achieving this vision, the adoption and implementation of Common Core State Standards (CCSS) and membership in the Partnership for Assessment of Readiness for College and Careers (PARCC) has played an integral role.

Arkansas defines college and career ready as, "The acquisition of the knowledge and skills a student needs to be successful in all future endeavors including credit-bearing, first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) or to embark successfully on a chosen career." The foundation that CCSS will provide clearly demonstrates the move toward having students master rigorous content at deeper levels through the use of problem-solving and critical thinking skills.

Commissioner of Education Dr. Tom Kimbrell led in the development of goals to move the state toward having all students ready for college and career. Ambitious goals were required to guide the work and provide the road map to high achieving learning communities. Most are closely tied to the requirements of the flexibility application and are as follows:

#### **Goal 1: Learning Standards, Next Generation Assessments and Accountability**

*Provide resources, tools and services to districts and schools that support the implementation of the Common Core State Standards and a common assessment system.*

- Analyze and share openly how districts spend money efficiently and effectively on strategies that ensure high levels of teaching and learning and result in enhanced and sustained student success.
- Create an accountability system that will integrate academic and operational performance measures to yield data for determining how resources should be targeted, distributed and managed for increased and sustained student success.

#### **Goal 2: Supporting Persistently Struggling Schools**

*Strengthen strategic initiatives that address graduation rates, achievement gaps and persistently struggling schools.*

- Identify and promote effective early childhood, elementary, middle school and high school policies, practices and tools targeted to dropout prevention and recovery.
- Promote out-of-school learning opportunities for students who need additional time to learn and be successful.
- Identify alternative organizational structures to meet the needs of students left unmet by traditional school programs, structures and time frames.
- Identify persistently struggling schools and present districts with a focused number of options to

be implemented for reform and innovation and develop a comprehensive monitoring system to support schools in their transformation work.

- Keep students engaged and on-track to graduation by increasing personalized support; ensuring multiple pathways are available to help students to stay on track academically and accelerate learning when appropriate; and using data to better identify and respond to those at-risk of failure in a more timely and effective manner.
- Assess and focus on the teaching of essential career skills for all students, such as knowing workplace expectations, coming to work on time and having a customer service orientation.
- Promote a culture of college and career readiness in Arkansas through rigorous and relevant course requirements.

### Goal 3: Improving Educator Effectiveness

*Enhance state, district and school leadership capacity and support for aligning Arkansas's education systems for early learners, K-12 students and postsecondary learners.*

- Develop customizable tools that help leaders at the local level make well-informed decisions.
- Assist districts with technology integration that results in increased use and analysis of data that will inform and improve instruction.
- Identify, develop and disseminate exemplary recruitment, preparation, licensure, mentoring, supervision and evaluation practices.

### Goal 4: Strengthening Stakeholder Partnerships

*Deepen essential partnerships with stakeholders through ongoing communication that will result in enhanced educational opportunities for Arkansas students.*

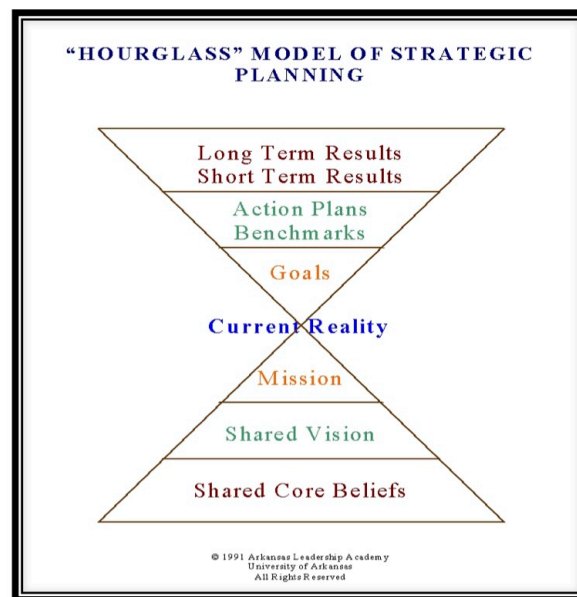
- Leverage partnerships to provide input, support and resources for key strategic initiatives of this plan.
- Cultivate relationships with child-serving agencies to maximize scarce resources, reduce duplication of efforts and provide a coherent set of services to children and families.
- Pursue grants to support the mission, vision and strategies of this plan.

By setting goals such as these, the state of Arkansas has made great progress in education over the past 20 years, moving from near the bottom of state comparisons to being ranked fifth in the nation this year according to *Education Week's Quality Counts* rankings (Attachment 4). However, we realize there is room for improvement, particularly in the area of student achievement. Analysis of statewide data and review of policy has revealed there are elements of accountability present, but our desire is to ensure a more inclusive and consistent system of accountability for our state and its schools.

Arkansas has been known historically as a small state, burdened with high levels of poverty in its mainly rural population. The state has instituted many reforms, including the legislated consolidation of many small schools and districts over the past ten years. The majority of the schools in the state, however, still remain small and rural. Due to the size of these rural communities, many schools do not have a large student population, and thus many of their subpopulations do not meet the minimum number (N) that are examined and used for student achievement accountability for the current No Child Left Behind (NCLB) requirements. Our proposal would address those students currently not being identified as part of an at-risk group and ensure they become part of the subpopulation used for accountability purposes.

We believe all of the Principles contained in this Flexibility application will move us toward greater success in closing the achievement gap. For too long, segments of our student population have struggled to achieve at desired levels. Implementation of the CCSS is the vehicle to re-energize our focus on classroom instruction and this flexibility is a timely opportunity to move from a compliance mindset to a focus on long-term, continuous improvement. Work has begun to assist educators in this endeavor. Extensive statewide professional development and outreach for teachers, administrators and parents began in July 2011. A successful system of professional development delivery exists in our state through regional educational cooperatives, educational television network, live streaming and regional institutes. All components of this system are being employed for two-way communication as we implement these new standards.

The theory of action underlying this change process is pictured below. In the development of each of the Flexibility Principles, the steps of the hourglass were followed from bottom to top in order to provide a clear and cohesive plan based upon core values and beliefs.



Public regional meetings around the state indicated the majority of respondents believed the disaggregation of data under NCLB by subgroups has been positive, shedding new light on the issue of achievement gaps for historically underachieving groups. One gap that is clearly growing smaller is that of our Hispanic/EL subpopulation. Other subpopulations have increased in their achievement, but not at rates enabling the gap to close. According to assessment data, the current accountability system has enabled large achievement gaps to persist in our student population. For example, only 16 percent of schools meet the minimum number of special education students for accountability, when 96 percent of our schools have a subpopulation of special education students attending their school. This reveals a gap of 80 percent of our schools that are not being held accountable for the achievement of this subpopulation. This Flexibility request proposes to require schools to be accountable for all low-achieving students by examining all students as well as a targeted group based on their membership in historically underperforming subpopulations, thus requiring accountability for all students in their care.

While each subpopulation would continue to be reported separately and still be used to trigger interventions and support, all would be included for accountability purposes and expected to meet proficiency and growth targets.

Significant advances in Arkansas's longitudinal data system and expanded interagency partnerships have enabled cross-agency data sharing and enriched Arkansas's available research and information for decision making across public preschool through postsecondary education systems. Arkansas was among the first states to meet 10 of the 10 essential elements of statewide longitudinal data systems outlined by the Data Quality Campaign. Further, Arkansas meets nine of the 10 actions to support effective data use and is on track to meet all 10 actions in the immediate future. Arkansas established the Arkansas Education to Employment Tracking and Trends Initiative (AEEETT) among the ADE, Arkansas Department of Higher Education (ADHE) and the Arkansas Department of Workforce Services (ADWS) in 2009 to enable cross-agency data sharing and support research connecting P-20 leading indicators with postsecondary and career outcomes. The AEEETT Initiative allows creation of detailed High School Feedback reports to inform Arkansas high schools regarding their students' preparation for successful postsecondary education and/or the workforce outcomes.

Additional projects enabled significant advances in Arkansas's longitudinal data system that enhanced the Teacher Student Data Link (TSDL) to promote effective use of data for local decision making. The Expand Enterprise Data Warehouse with Local Assessment Data and Teacher Student Link to Feed Data Visualization project, the Enterprise Architecture project, the Daily Roster Verification Pilot project, and Educator Data Integration project have expanded the longitudinal data system's architecture and capabilities necessary to support expanded district, school and classroom level data visualization and reporting tools. Pilot projects integrate classroom level assessment scores with summative and interim assessment scores for use with Arkansas's data visualization and reporting tools. This will enhance local and state-wide data-informed decision making as described throughout this ESEA Flexibility proposal. These advances in the P-20 longitudinal data system, coupled with changes to educator evaluation policy, position Arkansas to meet 10 of 10 *State Actions* recommended by the Data Quality Campaign as essential to linking data use to improved student achievement (Data Quality Campaign (DQC), 2011 *Ten State Actions to Ensure Effective Data Use*. Retrieved from <http://www.dataqualitycampaign.org/build/actions>). These state actions enable leaders at the state and local levels to connect professional development and credentialing decisions to leading and outcome indicators including student growth and achievement outcomes.

Improvement of instructional leadership at all levels from classroom to boardroom is a primary focus in our state and is imperative with the move to CCSS. Extensive work by educators and other stakeholders under the direction of Charlotte Danielson and Doug Reeves resulted in establishing congruent and consistent teacher and administrator evaluations that are aligned with interventions and support. Educators around the state have already realized that implementation of CCSS, next-generation assessments, the development of tiered support systems, differentiation and their ability to have students ready for college and career will all reflect on their professional evaluations. Legislation in 2011 strengthened this effort and provided statutes to hold individuals, schools, and districts accountable for improvement of instructional practices, and ties student achievement results to evaluation outcomes (Attachment 5).



The interventions planned for Priority and Focus schools will also address improvement of instructional leadership and effective instructional practices. Our nationally recognized longitudinal data system has been utilized to identify schools that have been persistently low achieving. There is legislation already in place to address systemic leadership development and school support systems that will be instituted in Priority and Focus schools (Attachment 6). For all other schools, an extensive multi-tiered system of differentiated intervention and support exists to meet improvement needs. This is funded through a state grant and includes positive behavioral supports and strategies targeted toward closing the achievement gap. Streamlined digital access of support resources will be developed by the ADE and be online by Spring of 2013 for school and public access.

The combination of CCSS, next generation assessments, a focus on persistently low achieving schools and new professional evaluation systems will create a sense of urgency in the area of improving classroom instruction. Accountability for all of our state's student population will underscore the rationale for effective and efficient methods of ensuring both students and adults are continuous and high achieving learners. The simplified reporting system outlined in this Flexibility application combined with our longitudinal data system will enable educators and stakeholders to share in the ownership of improved student and adult learning, resulting in greater numbers of our children prepared for college and careers.

## PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

### 1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

#### Option A

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 7)

#### Option B

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

## 1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

### **Overview**

The goal of Common Core State Standards (CCSS) is to prepare children to compete in a global environment. This begins and ends with college and career readiness. In an ethnically diverse state where more than half of our students are economically disadvantaged (59.1 percent), education is the ticket to a better life.

Arkansas participated early and eagerly in the thrust for the development of CCSS, initially under the leadership of former Arkansas Commissioner of Education Dr. Ken James. In 2009, he chaired the Council of Chief State School Officers (CCSSO), as thoughtful conversation about shared standards turned to carefully crafting them. Current Commissioner Dr. Tom Kimbrell energetically continues the commitment to embed the standards in our state’s education ethic and practice.

These internationally benchmarked standards reflect college and career readiness expectations that, by design, equip our students with the skills needed to be successful after graduating from our high schools—a focus for the Arkansas Department of Education (ADE), and an economic necessity for our state. The Arkansas State Board of Education strongly supports the initiative and formally adopted the CCSS in July 2010 (Attachment 7), thus proving Arkansas’s commitment to making sure our students are prepared for college, careers and life.

Arkansas played a role in the development and review of the CCSS to ensure the new standards were as solid as the state’s current standards. Now that the standards have been adopted and work has begun to transform our classrooms to fulfill the vision of the CCSS for college and career readiness, Arkansas has plans to revise other curriculum frameworks, while paying attention to interest at the national level in developing other common standards for science, history/social studies, the arts and foreign languages. During this process, it has been a goal of the ADE to invite our education partners to the table to create a system that covers P-20 and focuses on college and career readiness for all students. Arkansas is also playing a critical role in the assessments for the CCSS by serving as a governing state in the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium.

The college and career readiness expectations set forth by the adoption of the CCSS require Arkansas educators to focus on all students, including those who do not speak English as a first language and those with special learning needs. Arkansas's expectation for their inclusion is evidenced by and captured in our vision for college and career readiness in all Arkansas schools, which is a part of our Strategic Plan for the Implementation of CCSS (Attachment 8). This vision reads, "All students in every Arkansas classroom will be engaged daily in rigorous learning experiences that build on students' talents, challenge their skills and understandings, and develop their ability to reason, problem solve, collaborate and communicate. Students will monitor their learning and direct their thinking to become productive and contributing team members. Students will grapple with complex texts and problems, construct viable arguments and persist until solutions are identified and substantiated. Through these learning experiences, students will be confident in their preparation for success in their post-school lives, including college and career."

This vision sets high standards for our students and will force educators to examine the practices they use each day in their classrooms across our state so they are ensuring all students experience learning at this level. The full implementation of the new Teacher Excellence and Support System (TESS) and CCSS will occur simultaneously in our state with purposeful connections created to support effective instruction for all students.

Arkansas has made a great deal of progress over the past several years on developing robust student-level longitudinal data systems that can track individual student progress from pre kindergarten through 12th grade and into postsecondary education. In 2009 Arkansas was recognized for its exemplary longitudinal data system, which satisfies all ten essential Data Quality Campaign elements. These systems provide better information for policymakers and educators about student and system performance at the school, district and state levels. In examining the state's data it is evident achievement gaps exist for many of our student subpopulations. The proposed accountability system outlined in Principle 2 will demonstrate a greater focus on at-risk student groups and ensure accountability for decreasing the achievement gap.

### **High Quality Plan**

The ADE has a high quality plan for the transition to CCSS that includes all of the elements of a high quality request as defined by the U.S. Department of Education. This three-year plan is built upon the Strategic Plan referenced above and will lead to full implementation of the CCSS during the 2013-2014 school year.

#### **Arkansas's CCSS Implementation Timeline**

<b>Transition</b>	<b>Implementation</b>
Grades K-2	School Year 2011-2012
Grades 3-8	School Year 2012-2013
Grades 9-12	School Year 2013-2014

A more detailed transition plan with additional timeline detail and more information on each key milestone and activity is provided at the end of this section. Specifics of our alignment efforts, work to ensure that ELs and SWD are able to fully access the CCSS, our comprehensive plan for providing teachers and principals with ongoing professional development and support, and more, are outlined below.

## **Alignment**

Following the adoption of the CCSS, the ADE brought together educators from across the state to perform an alignment analysis of the Arkansas Mathematics Curriculum Framework and English Language Arts Curriculum Framework to the CCSS. This work was completed by a committee of educators that included teachers at all grade levels, math and English language arts specialists, other content area specialists, including ELs and special education and faculty from institutions of higher education. To accomplish this work, the committees used the Common Core Comparison Tool created by Achieve to assist in determining the relationship between state standards and the CCSS documents. After this work, the ADE published these crosswalks to illustrate the results of this alignment analysis for Arkansas educators to use in the development of their local curriculum.

A comparison of Arkansas’s existing learning standards to CCSS revealed a 96 percent match in English language arts (ELA) and 95 percent in mathematics with some changes in grade level content. The match was both in the scope of content and depth of learning. There are 1,019 ELA Common Core standards. The statewide committee found that 96 percent of the Common Core ELA standards matched a student learning expectation or a cluster of student learning expectations somewhere in the Arkansas English Language Arts framework. It was noted the match might not be at the same grade level. The committee judged 608 of the CCSS to be an excellent match; 258 to be a good match; 95 standards as a weak match and 40 standards as a non-match.

There are 495 math Common Core standards. The statewide committee found that 95 percent of the Common Core math standards matched a student learning expectation or a cluster of student learning expectations somewhere in the Arkansas Mathematics framework. It was noted the match might not always be at the same grade level.

The committee judged 185 of the CCSS to be an excellent match; 210 to be a good match; 73 standards as a weak match and 16 standards as a non-match.

The math content from Algebra which is typically taught in grades 9-12 under the Arkansas frameworks will be pushed into middle school with the Common Core State Standards. Under CCSS Algebra I content standards will move to grade 8 and below. The state’s current work toward college and career readiness will help to ensure a smooth transition to CCSS. This work may be viewed on our website at [http://arkansased.org/educators/curriculum/common\\_core.html](http://arkansased.org/educators/curriculum/common_core.html).

After this comparison was completed, the recommendation was made to the Arkansas State Board of Education to adopt the standards as released without adding any additional content at this time. Because of the high percentage of correlation between Arkansas’s existing standards and the CCSS, it is evident Arkansas educators have fully embraced the new learning standards.

## **Special Populations**

*English Learners*

Immigration's impact is often seen first in the classroom. Arkansas's student population has become increasingly more diverse with the state's ranking 24<sup>th</sup> in the nation in terms of diversity. In 1987, the diversity index for Arkansas was 38 percent; in 2006 that increased to 49 percent and continues to rise (*USDOE, National Center for Education Statistics*).

Current assessment, data collection and accountability goals for ELs will be reviewed for needed changes to transition to CCSS. As members of the PARCC consortium, the state will have access to resources, materials and assessments that will be developed in alignment with ELs linguistic demands. Separate English Language Proficiency standards have been developed. Assessment systems used to measure EL progress against the standards and accountability benchmarks for both English fluency and core content for ELs are in place. To date, Arkansas has met Annual Measurement Achievement Objectives measuring progress and success in reaching English fluency goals for ELs.

The Arkansas Augmented Benchmark and ELDA large-scale (and subsequent CCSS driven) assessments and EL focused data summits will be essential components in determining progress in reaching the milestone of full English proficiency by ELs. An expanded implementation timeline for these efforts is included as Attachment 9.

### *Special Education*

The goal of CCSS is to ensure all students are prepared for college, careers and life. SWD are no exception. One tool to assist in the effort of preparing and supporting teachers of SWD is the program funded through the State Personnel Development Grant (SPDG). This is a multi-tiered response to intervention framework that facilitates high-quality core instruction for ELs, SWD and other students as identified.

During the transition to college-and-career-ready standards, a large portion of our professional development for all educators will focus on technology innovations and the Universal Design for Learning (UDL) principles. PARCC items will adhere to the UDL principles so they will be accessible to all students, to the greatest extent possible, without adaptation or specialized design. This training is an essential component in providing the opportunity for all students, including those with disabilities, ELs, and low-achieving students to achieve success.

In addition, Arkansas is a member of the State Collaborative on Assessment and Student Standards Assessing Special Education Students (SCASS ASSES) and the English Language Learner (ELL) SCASS. Both collaboratives address the inclusion of SWD and ELs in large-scale standards, assessments and accountability systems. The shared efforts of state education personnel, associate members, and partners to improve educational performance of SWD and ELs are further enhanced through shared understanding, policy guidance, research activities and professional development.

Committees of Arkansas educators are working to design a literacy tool that will address the skills, understanding and success criteria as required by the rigor of CCSS ELA. The educators will identify critical target areas and write examples of interventions and/or scaffolds for supporting ELs and SWDs during core instruction. The literacy tool will be available online and extensive professional development will be available to general education teachers and teachers of ELs and

SWDs.

Finally, the ADE will direct more comprehensive communication to districts and schools recommending that EL and SWD teachers collaborate with general education teachers throughout the implementation of CCSS. Professional development, as noted in the strategic plan, is appropriate for all educators and focuses on the core instruction of CCSS.

### **Outreach and Dissemination**

ADE began the awareness phase of implementation of the CCSS during the 2010-2011 school year. Videos posted on the ADE website, presentations to boards and educators across the state and professional development offerings were some of the approaches used to begin discussions in our state about the new standards. ADE has also engaged the Arkansas Department of Career Education and the Arkansas Department of Higher Education in meetings to discuss the intentions of CCSS and to plan for its implementation, and has shared the stage with both groups in an effort to highlight the collaboration present and support for CCSS.

In November 2010, a representative group of educators, parents, business leaders, school board association members, education support organization representatives, higher education officials, charter school advocates and the Governor's Office policy analyst was formed to serve as the CCSS Guiding Coalition. The role of the Coalition is to help guide the state's efforts during implementation of the CCSS, to assist the state with communication to educators, parents and members of the public and to assist with the removal of bureaucratic barriers to change, while exerting their influence at key moments that support implementation. A list of Guiding Coalition members is included (Attachment 10).

ADE has developed and provided tools to the state's school districts to assist educators in disseminating information to parents and community members about the CCSS and the impact the standards will have on children's long-term success. Informational brochures for parents of students in elementary, middle school and high school are posted on the CCSS page of the ADE's website ([http://arkansased.org/educators/curriculum/common\\_core](http://arkansased.org/educators/curriculum/common_core) -Attachment 11)

In October 2011, the CCSS Guiding Coalition and the Association for the Supervision and Curriculum Development (in partnership with the ADE, the CCSSO, and Arkansas ASCD) hosted a summit to advance the successful implementation of the CCSS. Educators, school board members, community leaders and higher education partners participated in activities designed to:

- Assess state and local needs to ensure the successful implementation of the CCSS.
- Learn and share successful implementation strategies and practices from national and Arkansas colleagues.
- Understand the importance of a whole child approach to education in setting the foundation for success from kindergarten through college and career choices.
- Begin an effective communication plan to bring awareness of the CCSS to community stakeholders.

At this summit, a video featuring Governor Mike Beebe, Commissioner of Education Dr. Tom Kimbrell and others was debuted. A DVD of this video has been provided to all school districts and Arkansas legislators for use in community, civic, parent or other meetings. This

video is also accessible for anyone to view at <http://www.commoncorearkansas.org/video>. In March 2012, Arkansas ASCD and ADE continued this effort of outreach by hosting regional summits across our state that aim to advance understanding and awareness of CCSS.

Commissioner Kimbrell has held meetings with the state’s journalists to explain the CCSS and garner support from the media. He has made guest appearances on local television and radio stations to talk about CCSS. Specific information and resources for parents, educators and community members are posted on the CCSS page of the ADE website [www.arkansased.org/educators/curriculum/common\\_core](http://www.arkansased.org/educators/curriculum/common_core). A detailed list of resources may be found in Attachment 12.

In Arkansas, we know communication and implementation must go hand in hand. We believe the best communications strategy is simply having a clear and easily articulated message that ensures an open dialog with critical stakeholders and transparency of the state’s intentions.

### **Supporting Arkansas Educators**

The adoption of the CCSS in English language arts and mathematics by the Arkansas State Board of Education on July 12, 2010, serves as a catalyst for the transformation of K-12 education in Arkansas. Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, will require sustained professional development efforts in all Arkansas schools during the next three years.

As Arkansas planned for the implementation of the CCSS, we recognized the challenges that awaited our school personnel.

- Training teachers to teach a redefined course of study
- Educating parents, business leaders and community members on the purpose, aim and content of the new standards
- Measuring student progress towards mastery of the redefined course of study and ensuring their success on state assessments.

The effective implementation of any one of these changes requires a firm commitment from all involved. The collective implementation poses a great challenge that could stretch the resources of most districts, potentially compromising the effectiveness of any one of the goals.

To assist schools in their efforts to strengthen the educational opportunities of all students, the ADE continues to provide comprehensive support to the state’s educators. Specifically, ADE is providing tailored professional development offerings to support teachers in the implementation of CCSS. A comprehensive three-year strategic plan (Attachment 8) has been developed and training is being provided to ensure teachers can teach effectively to the new standards.

This transition period between the adoption of the CCSS in 2010 and the first administration of the assessment of the CCSS in the 2014-15 school year requires a phased approach for Arkansas

districts and schools, with successive levels of implementation, each a prerequisite for the next phase.

**Phase One:** Building awareness of the CCSS among educators, including the rationale for having common standards across states

**Phase Two:** Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards

**Phase Three:** Focusing on curriculum development/adoption and utilizing the full range of assessment strategies to ensure success for all students

**Phase Four:** Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

Each of the phases demands intensive professional learning at the local level. Research has shown that successful professional learning requires a comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.

**Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

**Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

**Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning.

**Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.

**Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes.

**Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

**Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Educators in districts and schools across Arkansas will need systems that incorporate these research-based elements of practice to create a coherent, consistent culture of learning.



A Guide for Professional Development Planning for Implementation of the Common Core State Standards (Attachment 13) lays out in detail the priorities that are the most significant and will take both time and effort to fully implement in Arkansas classrooms. Many educators have already begun to explore the CCSS and how the standards will impact their existing curriculum and instructional practices. However, all educators and students will benefit – in the short term and long term – from the guidance in these recommendations for professional learning. There is significant work to be done, and we have worked with curriculum directors, instructional leaders, instructional facilitators, and teachers to make thoughtful choices for the necessary transition in their schools.

A series of Common Core Institutes are being developed and offered statewide with the help of our partners at Arkansas Educational Television Network (AETN) through ArkansasIDEAS (Internet Delivered Education for Arkansas Schools). ArkansasIDEAS is a one-of-a-kind online resource for our state’s teachers and administrators and provides Arkansas educators with the highest quality online professional development available in the country. All professional development opportunities are recorded and available on the ArkansasIDEAS network.

Each school and district in the state has identified a CCSS leadership team made up of the principal and key staff for communication and implementation purposes. As resources are developed and offered on the ArkansasIDEAS network, these CCSS teams are notified of dates and times for debut. This delivery system allows for engagement at the school level and is also a cost savings to the district in time and money. Recent numbers from the Common Core website on the ArkansasIDEAS network have shown extensive use of follow-up resources; 5,690 visits, 3,355 unique visitors and 16,859 page views. A new component to the system currently under development will require the user to complete an evaluation and implementation survey before logging off to give ADE more information on scale of implementation. This will enable the ADE to determine delivery to the classroom level and accountability for Priority and Focus school training.

During the 2011-2012 school year, kindergarten through second grade classrooms across the state are fully implementing CCSS, with Grades 3-8 fully implementing in 2012-2013. The ADE and the Arkansas Department of Career Education, in partnership with the Southern Regional Education Board (SREB), are also rolling out a three-year state initiative to implement the new Common Core literacy and mathematics standards in grades nine through twelve, with full implementation occurring in the 2013-2014 school year. Eight expert content specialists in literacy and mathematics will work with the eight pilot high schools. These expert trainers will also support the state in years two and three to develop literacy and mathematics trainers in the state to roll out this initiative to additional high schools. The basic strategy is to build capacity within schools to implement classroom practices to address the new Common Core literacy and mathematics standards.

### **Special Considerations for Teachers of EL and SWD**

For the past 15 years, the ADE has developed, funded and implemented a two-week summer training institute—the EL Academy. This training opportunity has educated over 2,000 public school and charter school teachers and administrators in effective strategies for working with EL

students. Completion of this institute leads to the state’s EL teaching certification endorsement. In order to support ADE efforts to reach the milestone of successfully preparing ELs to meet college and career ready standards, ADE will transition the current EL Academy curriculum to focus specifically on CCSS and the application of teaching strategies and classroom methods that address ELs’ needs in mastering CCSS. Furthermore, EL Academy faculty and ADE professional development staff will design and implement additional training required for continuing professional development on CCSS for teachers working with ELs.

Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, will require sustained professional development efforts for school boards, superintendents, building administrators and teachers in all Arkansas schools during the next three years.

### IMPLEMENTATION TIMELINE

Activity	Timeline
Redesign of EL Academy Training to Specifically Address CCSS	January – June, 2012 With Implementation Beginning June, 2012
Review and revision of EL component of the Arkansas Comprehensive School Improvement Plan (ASCIP) for accountability to reflect LEA Common Core initiatives	Fall, 2012 With Full Implementation by Academic Year, 2013
Training on Parental outreach for EL families on CCSS	Fall, 2011; On-going
Coordination with Career Education on development of bilingual materials and professional development on career ready standards	On-going

The ADE was awarded a Staff Personnel Development Grant (SPDG) from the U.S. Department of Education’s Office of Special Education Programs (OSEP) with the primary goal of working with schools, districts, communities and regional partners to maximize all students’ academic and social, emotional, and behavioral skills and success, including SWD. To meet that goal, intensive professional development and targeted technical assistance are provided in the areas of leadership, literacy and math instruction, intervention, school-wide Positive Behavior Support Systems (PBSS), social skills/self-management instruction, strategic or intensive cognitive-behavioral interventions, closing the achievement gap (CTAG), multi-tiered response-to-instruction and intervention and data-based problem solving; parent and community involvement and outreach; and personnel preparation and special education teacher recruitment and retention.

One objective currently of the SPDG is the development of a web-based mathematics intervention matrix that will help educators across the state identify and implement evidence-based instruction and intervention strategies at different levels of need and intensity for students who are underachieving, unsuccessful or unresponsive in the different facets of mathematics

across the school-age spectrum. Supporting this web-based application will be professional development training that will teach educators both how to use the website and how to identify, implement and evaluate the specific evidence-based instruction and intervention strategies cited. In addition, the SPDG literacy intervention matrix is currently being updated. All of these materials and professional development opportunities will be organized and guided by their respective CCSS.

Several of the most significant accomplishments and data-based outcomes from the first two and one-half years of the SPDG include:

- The establishment of an integrated statewide professional development network;
- Strategic monitoring, planning and implementation of scientifically-based interventions/strategies to meet identified needs of target schools in school improvement status; and
- Aggressive recruitment, training and capacity building to achieve 100 percent fully licensed special education teachers and to increase retention for special education teachers.

SPDG, as an intervention tool, will be used in all of the state’s schools in the Focus category. Focus Schools had a mean achievement gap of 49.9 percentage points compared to the highest performing subgroup in the school. Students in the Focus Schools will need differentiated instruction, intervention and assessment strategies to meet their college and career goals. As members of the PARCC consortium, the state will have access to resources, materials and assessments that will be developed in alignment with these students’ specific needs.

An expanded timeline for the SPDG program is included as Attachment 9.

### IMPLEMENTATION TIMELINE

Activities	Timeline
<p><b>Goals:</b> Establishment of an integrated statewide professional development network</p> <p>Strategic monitoring, planning, and implementation of scientifically-based interventions/strategies to meet identified needs of target schools in school improvement status</p> <p>Aggressive recruitment, training and capacity building to achieve 100% fully licensed special education teachers and increase retention for special education teachers</p>	2009 – 2014 and ongoing
<p><b>Activities:</b> Professional development partnerships explored with nine Educational Service Cooperatives</p>	Year I 2009 - 2010

Existing web-based materials developed during the first 5-year SPDG, were reviewed and updated

35 PBSS Facilitators were surveyed regarding the PBSS certification process

Progress was made toward securing two parent mentors for each school district to provide information and training for other parents in scientifically-based literacy and behavior interventions

Arkansas's Smart Accountability process was approved by the U.S. Department of Education in January 2009 to help the ADE differentiate and support schools across the state in School Improvement Status

Training that integrated components from the ADE's Scholastic Audit and the Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE) tool was conducted

Schools in School Improvement Status who would participate in the SPDG were identified; strategic planning and implementation plan development to occur during the early part of Year 2

Aggressive recruitment activities were carried out including: job fairs; use of TeachArkansas, efforts to provide financial support for districts' use of Teaches-Teachers.com; efforts to encourage districts' use of strategies developed with the National Special Education Personnel Center, and strategies to attract middle and high school students to teaching careers in special education

The SPDG's school leadership and strategic planning, response-to-intervention (RTI)/closing the achievement gap (CTAG), and school improvement processes have become more completely embedded into the ADE's Smart Accountability process

Year II  
2010 – 2011 and ongoing

SPDG staff continues to serve as full members on the Specialty Support Teams (SST's) that are working out of the ADE's Learning Services Division. SPDG coordinator for math/literacy is working on a national committee with U.S. Department of Education on integrating mathematics instruction and the RTI process

Year III  
2011 – 2012 (to date) and ongoing

A number of data collection and/or evaluation tools or spreadsheets were developed with Public Sector Consultants, our Grant Evaluators, and disseminated as completed.

SPDG continues relationship with Mashburn Institute (SIM Project—Leadership and Classroom Instructional Strategies)	
The SPDG continues to support special education recruitment and retention activities across the state, as well as financially supporting paraprofessionals working toward their highly qualified status and undergraduate students who are earning licensure in different areas of special education	

### **Principal Development**

All professional development centered around CCSS is open for administrators and teachers, and each school has been urged to attend as a leadership team, with the principal and assistant principal as integral members of this team. Besides content knowledge, the role of the school administrator in CCSS is to be a facilitator of the change process in transitioning to Common Core, the new TESS and next generation assessments.

Training for TESS will be provided for all administrators through the professional organizations as well as regional educational cooperatives. Administrators will once again have an opportunity to lead teachers through a monumental shift in evaluation practices and assist their staff in the implementation of this new system of evaluation and support.

The ADE funds and supports career professional development for administrators and teacher leaders. The Arkansas Leadership Academy creates learning opportunities where school administrators can gain the skills, knowledge and tools to be more effective facilitators of the change process. The Arkansas Leadership Academy and the Master Principal Program were legislated to build the leadership capacity in schools and communities in the state (Attachment 14). The Master Principal Program, Assistant Principal Institute, Superintendent Institute, Central Office Leader Institute, Teacher Leader Institute and Team Leadership Institute focus on the five performance areas of Leading and Managing Change, Creating and Living the Vision, Mission and Beliefs, Developing Deep Knowledge of Teaching and Learning, Building and Maintaining Collaborative Relationships, and Building and Sustaining Accountability Systems. Participants engage in sessions focused on leading students and adults to higher levels of learning and achievement through the continuous improvement process.

### **High Quality Instructional Materials**

Arkansas is a governing state in the PARCC consortium. PARCC's goal is to provide guidance and support that will help teachers bring the CCSS to life in their classrooms. To support educators in their efforts to provide all students, including ELs and SWD, a first class education, PARCC is developing a number of tools and resources aligned to the CCSS and the PARCC assessments.

The tools and resources will provide opportunities for states to engage, involve, and empower educators around the implementation of the CCSS and PARCC assessments. The development and dissemination of these resources is built into Arkansas's communications and engagement plan. This will help ensure we are providing district leaders, administrators, school leaders and classroom teachers with regular, hands-on experiences with PARCC tools and resources.

Educators have asked for these new instructional materials aligned with CCSS as they are adopting an evaluation system (TESS) that will examine their knowledge of updated instructional tools and practices. All tools and resources will be available as they are released at <http://PARCCOnline.org>

Arkansas is an active member of the America Diploma Project (ADP) Network. The network has recently formed a collaborative, Educators Evaluating Quality Instructional Products (EQuIP), for the purpose of developing tools and processes to identify the quality of instructional materials aligned to the Common Core State Standards (CCSS). The EQuIP team is a diverse group of curriculum leaders from Higher Education and K-12 schools. We will be working with our member States to:

- Use a common rubric and rating scale to determine the alignment and quality of current instructional materials (tasks, lessons, units) in order to identify how they might need to be modified to better address the CCSS.
- Identify exemplars to increase the supply of high quality instructional materials (tasks, lessons, units) aligned to the CCSS that will be available to elementary, middle and high school teachers across the EQuIP states.
- Learn the tools and processes to build the capacity of educators across EQuIP states to evaluate the quality of instructional materials for use in their schools/classrooms.
- Learn how the Quality Review Process can be embedded as a professional development activity in the state's long-term implementation plan for the CCSS.

In addition, PARCC is developing model instructional units that will include a coherent set of tools including information about assessment results, formative activities, professional development materials and communications materials. The consortia is also developing online modules to support states and districts in:

1. Evaluating open-source and commercially-produced instructional materials for quality and alignment to the CCSS and PARCC;
2. Adapting previously successful materials to be aligned to the CCSS and PARCC; and
3. Creating their own high quality instructional materials aligned to the CCSS and PARCC.

The EQuIP team will assist in building capacity within the state's regional educational cooperatives' teacher center leaders. Professional development on these tools and resources will be offered during statewide curriculum institutes.

### **Expansion of College-Level Courses, Dual Enrollment Courses, or Accelerated Learning Opportunities**

Arkansas is positioned well for the focus on college and career ready standards through CCSS. Prior to the adoption of CCSS the state was taking steps to ensure its students were college and career ready. In 2004 Arkansas was one of only 3 states to adopt college- and career- ready graduation requirements. In 2005 the state joined the ADP Assessment Consortium in the creation of a rigorous Algebra II exam, administered for the first time in 2008. In 2006, Arkansas aligned high school graduation standards with college admission requirements. Arkansas student

participation in advanced placement has quadrupled since 2001.

Arkansas schools have been nationally recognized for increasing participation in Advanced Placement by the College Board. In all, 21,280 Arkansas high school students took an AP test in 2010-2011. That's an increase of 6.5 percent over the previous year. Those students took 36,421 AP exams, which is an 8.7 percent increase. Arkansas student participation in advanced placement has quadrupled since 2001.

Most notably, Arkansas experienced a significant increase in the number of tests receiving a grade of 3, 4, or 5, which are the marks generally allowed for college credit. There were 10,949 such scores, which is an increase of 12.3 percent.

The gains cut across demographic lines:

--Among white students, the number of test takers increased 6.2 percent and scores of 3, 4, and 5 increased 14.7 percent.

--Among black students, the number of test takers increased 7.4 percent and scores of 3, 4 and 5 increased 15.4 percent.

--Among Hispanic students, the number of test takers increased 19.9 percent and scores of 3, 4, and 5 increased 12.4 percent.

Arkansas is the only state that requires every school district to offer at least one AP course in each of the four core subjects — mathematics, English, social studies, and science. Arkansas also picks up the cost of each AP test as an incentive for students to take AP. In all, 21,280 Arkansas high school students took an AP test last school year. That's an increase of 6.5 percent over the previous year. Those students took 36,421 AP exams, which is an 8.7 percent increase.

Arkansas Advanced Initiative for Math and Science (AAIMS), an affiliate of the National Math and Science Initiative (NMSI), has funded an Advanced Placement Training and Incentive program in 30 schools that began in August 2008. Under a competitive request for proposal process issued in August 2008 and 2009, AAIMS invited schools to apply for participation in the program. The goals of the program are to strengthen the teaching of the AP® mathematics, science, and English courses and to build enrollment and increase the number of students taking and earning qualifying scores on AP® exams in these subjects.

A primary goal of NMSI and AAIMS is to increase the number of students taking and scoring 3 or higher on AP math, science and English exams. AAIMS is required to implement proven strategies to increase significantly the number of students taking and passing Advanced Placement courses and exams. These strategies were developed by Advanced Placement Strategies, Inc. of Texas. In the schools they serve, over a five year period, on average the number of students scoring 3 or higher on AP English has tripled, the number of students scoring 3 or higher on AP mathematics exams has quadrupled, and the number of students scoring 3 or higher on AP science exams has quintupled. The strategies included extensive formal and informal training of AP and Pre-AP teachers, additional time on task for students, financial incentives based on academic results, and cultivation of lead teachers to provide leadership to the Program in their schools by mentoring other AP and Pre-AP Teachers.

During the previous legislative session, a bill was passed that required establishment of a statewide

transfer system for core courses among all public postsecondary institutions, resulting in the creation of the [Arkansas Course Transfer System \(ACTS\)](#). This system contains information about the transferability of more than 90 general education courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and equitable treatment in the application of general education credits for admissions and degree requirements. Students may complete specified general education courses anywhere in the public system, as well as many courses in the degree/major that have been pre-identified for transfer. Among the state's high schools, 22,354 students are currently taking advantage of concurrent credit courses. Students could be enrolled in multiple courses.

Although the impetus for this project was a legislative directive, there is now a growing interest in expanding the project to include Career Technical Education (CTE) courses. With so many existing individual articulation agreements and concurrent-credit possibilities in CTE courses, secondary CTE and Division of Workforce Education (CWE) will work collaboratively to establish an integrated system of statewide articulation agreements between secondary and postsecondary institutions. ADHE already has begun discussions with postsecondary chief academic officers regarding expansion of the ACTS system to include CTE courses. With the implementation of CCSS we expect greater numbers of student will take advantage of the opportunity of dual enrollment courses.

On August 16, 2011, STEM Works, the Governor's initiative to increase knowledge of science, technology, engineering and math was announced. This program's aim is to educate more K-12 students in the fields that need the most qualified workers and have the most potential for expanding the state's economy. Another project goal is equipping Arkansas colleges with the tools they need to better educate future K-12 teachers in these core subjects.

Fifteen school districts and one technical center were designated by the cabinet to participate either in Project Lead the Way or the New Tech Network. The New Tech high school model integrates STEM education and extensive project-based learning throughout the curriculum. Project Lead the Way includes several introductory courses in engineering or biomedical sciences that show how basic concepts taught in the classroom are used in the work world.

The accelerated learning opportunities described above will garner more student participation as schools implement CCSS. The ADE envisions more learning opportunities of this nature to be offered as more students become college and career ready.

### **Coordination Across State Agencies**

As Arkansas moves forward in the implementation of the CCSS we realize and acknowledge that implementing these standards will, in the long run, require a revolution in our P–20 educational system. Doing it well will take the creation of new partnerships, a commitment to research on our continuing efforts, an equally strong commitment to use those inquiries to alter efforts midstream, and a considerable public education communication strategy.

We are very fortunate in our state to have a long-standing, strong and positive working relationship with our Department of Higher Education and our Institutions of Higher Education.



Higher education plays a vital role in the success of the CCSS. No issue looms larger for higher education than teacher preparation and professional development.

In Arkansas, discussions are taking place and plans are being made to collectively begin work around the following areas:

1. Aligning higher education curriculum with K–12 curriculum, which includes both adapting admissions standards and revising curricula of first year courses that act as bridges between K–12 and college majors.
2. Preparing and educating teachers, both prospective and practicing, which includes revising curriculum in disciplinary departments to prepare teachers to teach the Common Core; revising professional preparation coursework and experiences; and enhancing professional development offerings.
3. Conducting research on issues of teaching and learning the CCSS, teacher quality, and the implementation of the CCSS.
4. Establishing and sustaining long-term partnerships with other organizations and agencies in the educational system.

Faced with the need to create a competitive workforce and dramatically improve the quality of our education system, Arkansas has embraced an aggressive policy agenda to better prepare students for postsecondary education and careers. In doing so, we have made it a priority to better align and coordinate services, resources, and data across state agencies that serve children. We realize that a true 21<sup>st</sup> century education for students requires that state and local governments dismantle the obstacles to real collaboration between and among school systems and the social, health and safety support services in our system.

The Commission for the Coordination of Educational Efforts was created by Act 109 of the Second Extraordinary Session of 2003. The Act required the appointment of members by the Governor, President Pro Tempore, Speaker of the House, the Presidents Council of Colleges and Universities. Act 109 also required the Commission to recommend policies related to the improvement of coordination among and between the levels of education from pre-kindergarten to the graduate level.

The first meeting of the Arkansas Commission for Coordination of Educational Efforts was held August 12, 2004 where Dr. Ken James, then Commissioner of the ADE, and Dr. Linda Beene, then Director of the Department of Higher Education, presented an explanation of the commission, the reason for its creation and desired outcomes. Current Commissioner Dr. Tom Kimbrell, continues to meet with the Commission on a quarterly basis.

In Arkansas, conversation began very early between P-12 and Higher Education regarding the need to establish and maintain long-term partnerships to ensure the successful implementation of CCSS. Topics including aligning higher education curriculum with P-12 curriculum; preparing and educating teachers (both prospective and practicing); adapting admissions standards and revising curricula of first year courses to act as bridges between P-12 and college majors and other pertinent issues are being addressed.

Higher education faculty and administrative leaders in Arkansas are actively engaged in PARCC

Higher Education Leadership Team Meetings; Joint K-12 and Higher Education Leadership Team Meetings; PARCC Transition and Implementation Institutes; K-12 and Higher Education Design Meetings; Advisory Committee on College Readiness (ACCR) Meetings; and Technical Advisory Groups – Mathematics and English Language Arts/Literacy.

PARCC recently revised its bylaws to ensure the governance arrangements around PARCC college-ready decisions foster collaboration between K-12 and postsecondary leaders within each PARCC state and at the PARCC governance level.

The Arkansas Educator Leader Cadre (ELC) Team will play a major role in helping build expertise in the CCSS and PARCC. The ELC Team is made up of K-16 educators who will accomplish the goal of building statewide expertise through a combination of face-to-face meetings, on-line modules, and professional development webinars. Cadre members will discuss best practices around the use and implementation of the PARCC Model Content Frameworks and PARCC item prototypes, review sample tasks and model instructional units and identify ways of disseminating information through the network on how the PARCC resources can inform classroom practice.

Examples of K-12 educators working with higher education faculty to prepare teachers and leaders to provide instruction and leadership aligned to CCSS are provided below:

- The College of Education and Health Professions at the University of Arkansas in Fayetteville (UAF) collaborated with the Northwest Arkansas Education Service Cooperative to host a regional Common Core State Standards Summit May 2, 2012. Pre-service teachers in the Master of Arts in Teaching Program, their mentor teachers, and building and central office leaders from schools across Northwest Arkansas are the targeted participants for this professional development event. A PARCC representative will present on the anticipated shifts in assessment, the implications for instruction and classroom assessment. Pre-service teachers, mentor teachers and building principals will engage in facilitated, structured discussions of role-alike implications for practice and building level implications for practice. Participants will work together to develop building level plans for implementing strategies to address transition needs.
- The Arkansas Leadership Academy (ALA) is a higher education partner with ADE housed in the College of Education and Health Professions at UAF. ALA provides leadership development for teachers, assistant principals, principals, central office administrators, superintendents and boards of education. Additionally, ALA provides 25 low performing schools within 11 districts leadership and instructional capacity-building professional development and support. Working directly with schools from within higher education enhances the ability for pre-service programs to stay informed regarding practitioner issues, needs and challenges. Dr. Deborah Davis, ALA director and member of the CCSS Guiding Coalition, communicates between agencies to inform pre-service and practicing educator development programs (Attachment 10).
- The Common Core Guiding Coalition includes representatives from the Arkansas Department of Higher Education, the Arkansas Department of Career Education and Technical Education, and the dean of the College of Education and Director of Center for Leadership and Learning at Arkansas Tech University.

- The College of Education at the University of Central Arkansas (UCA) in Conway partnered with ADE to provide math education professors to develop professional development programs to assist Arkansas’s teachers and leaders through the major shifts in mathematics with the CCSS and implementation of instructional and assessment strategies aligned with CCSS. This partnership provides the benefit of informing pre-service programs at UCA regarding important transitions in instruction for CCSS.
- The UAF hosts an annual Literacy Symposium for area teachers and pre-service teachers to increase their literacy content knowledge. The focus of the Literacy Symposium 2012 is transition to CCSS in literacy.
- The National Office for Research on Measurement and Evaluation Systems at UAF and the Arkansas Research Center at UCA are conducting research using P-20 data from the SLDS to identify College and Career Readiness (CCR) indicators that might inform pre-service and practicing educators of important considerations in curriculum, instruction and assessment relative to CCR.

### **Increase Rigor**

Increasing rigor in the classroom can be good for a variety of reasons, including better-equipping students for success on statewide assessments and with postsecondary opportunities. However, increasing academic challenge without increasing student failure, requires balancing challenge with support. Arkansas has taken critical steps to prepare all students for college and careers and has made a commitment to help support schools in mastering the balancing act by focusing on best practices to support rigor which include, but are not limited to: examining instruction, classroom-based assessment, curriculum coherence, expectations for student work, grading practices, course taking or grouping patterns, and student support. Collaboration among teachers is also essential for practices that support rigor.

A significant first step in this direction was the State Board of Education’s endorsement of Smart Core in 2006. This recommended high school program of studies includes four years of English language arts, four years of mathematics including at least one course beyond algebra II, three years of lab-based science, three years of history, two years of the same foreign language, and one-half unit of fine arts, health and safety, physical education and oral communication. Smart Core also includes six additional units within a career focus. Smart Core is required of all students unless waived by written consent of the parent. Currently, 90.7 percent of Arkansas’s Grades 9 through 12 students are enrolled in the Smart Core and 85 percent (30,441 students) of the graduating class of 2012 students completed the Smart Core.

### **Transition to New Assessments**

In Arkansas, the transition to the CCSS will occur simultaneously with a next generation assessment system. Arkansas is a governing state in the PARCC.

With over a third of all students requiring remedial education upon enrollment in our nation’s public two- and four-year institutions of higher education (IHEs), it is clear there is a disconnect between the knowledge and skills students have when they graduate from high school and what they need for success in credit-bearing college courses. The PARCC system aims to eliminate this disconnect by better preparing students in high school, and measuring whether students are on

track to graduate ready for college and careers. Students who do not meet readiness/proficiency benchmarks will receive supports and interventions to address their readiness gaps, well before they enter their first year of college.

Transitioning to the CCSS and related assessments provides the ideal opportunity to think about how educators are trained on the new standards and related assessments.

Arkansas has developed a strategic plan to aid in the successful transition to the CCSS and PARCC assessments. The Arkansas plan articulates a vision of success, describing in detail various levels of alignment and implementation, identifying best practices for alignment and implementation of standards, creating tools and methods to help districts and schools design an aligned system for learning, and incorporating points of view from a broad cross-section of stakeholders.

How do scores on Arkansas's criterion referenced tests (CRTs) help ADE, district and school personnel understand students' levels of CCR? Longitudinal research conducted by Dougherty (2010) established suggested targets for determining students' CCR using Arkansas's CRT exams. Dougherty linked scores of comparable difficulty from Arkansas's CRTs to benchmark scores on EXPLORE, PLAN and ACT exams. These links were based on students' location in the grade level score distribution "relative to the average score in their respective grades" (p. 3). He used longitudinally linked scores for one grade of students and the distribution of scores from the other grades to establish targets on the CRTs linked to readiness benchmarks on the ACT, Incorporated exams. Dougherty suggested the targets could be used to establish academic preparation groups based on the distance of the students' scores from the readiness targets in standard deviation units (Dougherty, 2010). Dougherty (2010) found minority and low income students exhibited the largest gap in college and career readiness among students from Arkansas. For Hispanic students and African American students, 31percent and 54 percent, respectively, were more than one standard deviation below the targets. Although this work has not been used to identify students for early intervention in Arkansas, it is possible to employ similar methodology to provide schools with early warning information for student interventions during the transition years to PARCC assessments. This would represent a richer use of CRT results connected to the goal of transitioning students, parents and teachers to think in terms of maintaining a CCR trajectory, particularly at middle and junior high schools.

For several years, the ADE has conducted training for special education teachers in the use of accommodations as well as in the administration of alternative assessments for special education students. Special education teachers will continue to receive this training aligned with the CCSS.

### **Other Activities**

Arkansas is participating as a lead state in the development of the Next Generation Science Standards (NGSS). During the Next Generation Science Standards development process, 26 states will provide leadership to the writers and to other states as they consider adoption of the NGSS, and address common issues involved in adoption and implementation of the standards. This should also tie in to current and future goals of having our students ready for college and careers.

The lead state partners will:

- Give serious consideration to adopting the resulting Next Generation Science Standards as presented.
- Identify a state science lead who will attend meetings with writers to provide direction and work toward agreement on issues around the standards, adoption and implementation.
- Participate in Multi-State Action Committee meetings (Committee of the Chief State School Officers) to discuss issues regarding adoption and implementation of the new standards.
- Publically announce the state is part of the effort to draft new science standards and make transparent the state’s process for outreach/receiving feedback during the process.
- Form a broad based committee that considers issues regarding adoption and provides input and reactions to drafts of the standards.
- Publicly identify a timeline for adopting science standards.
- Utilize the collective experiences of the states to develop implementation and transition plans while the standards are being developed that can be used as models for all states.

### 1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 15)</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually,</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the</p>
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	beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)
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Arkansas is a member and governing state of the Partnership for Assessment of Readiness for College and Careers (PARCC), which has formed to create an historic assessment system to provide more services and supports to students and teachers than are currently available. The common assessment is a natural continuation of the work already underway in Arkansas and builds on our current assessment system. By partnering with other states, we will be able to leverage resources, share expertise and produce a system that will meet the needs and expectations of Arkansas students and teachers. The memorandum of understanding with PARCC can be found in Attachment 15.

The PARCC Partnership will begin field testing the new assessments in the 2012-2013 school year, with full operational administration scheduled to begin in 2014-15. This is an aggressive timeline that will require a strategy that draws on state policymakers, district and school officials, and classroom teachers to ensure a successful and efficient implementation and transition.

ADE considered making adjustments to the state assessments currently used for state and federal accountability. However, in Arkansas we need stability as we build capacity for more rigorous content standards with implementation of CCSS and a more rigorous assessment system through our membership in the PARCC that becomes operational in 2014-2015.

A comparison of current Arkansas standards with CCSS reveals a very high degree of alignment although there is not a perfect grade level match with all standards. Moreover, the CCSS are broader in scope and generally expect students to demonstrate mastery of critical knowledge and skills at an earlier age than now expected. Focusing on the magnitude of these shifts in instruction require tremendous planning and training for teachers and administrators.

Additionally, an early study of the test blueprint for the Benchmark Examinations, End of Course Examinations and the Grade 11 Literacy Examination all reveal the blueprints to be inadequately designed to test the depth and breadth of the CCSS. The idea of placing a few new field test items based on CCSS into open slots was also explored; however, that idea was abandoned because we knew students would be able to identify the field test items and it would be confusing and stressful to school districts to be tested on both the Arkansas Frameworks and the CCSS particularly when there are both state and federal requirements for schools to make annual progress.

Lastly, contracts for testing are already in place as are state budgets. Most of the changes outlined in federal guidance would require state dollars that are not available in the state budget or through additional federal dollars that come to the state.

In March 2012, the Technical Advisory Committee for assessments confirmed the state's course of action for large-scale assessment was proper and correct until the PARCC assessments become operational in 2014-2015.



#### PARCC TIMELINE



## PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

### 2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

#### Overview

The primary goal of Arkansas’s proposed Differentiated Accountability, Recognition and Tiered-Support System (DARTSS) is to continuously improve educational access and opportunity such that all students attain college and/or career success. Arkansas has established a strong foundation for achieving this goal through adoption and implementation of the Common Core State Standards (CCSS) and membership as a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). This flexibility proposal delineates a comprehensive and coherent plan to integrate these efforts into a revised differentiated recognition, accountability and tiered-support system designed to further the potential for all students to achieve college and/or career success. This proposal is congruent with the intent of NCLB and responsive to lessons learned from piloting growth and differentiated accountability models, as well as input from stakeholders representing a wide variety of interests and concerns. Arkansas’s adoption of CCSS and participation in PARCC are pivotal in this plan. The revised accountability system must work within existing assessment system constraints in the short term, while planning for transition to PARCC assessments that will support more robust models for examining student and school achievement and growth relative to CCSS within three years. Arkansas’s longitudinal data system, which meets 10 of the 10 elements and 9 of the 10 actions recommended by the Data Quality Campaign, will enable the ADE to enhance the coherence of its efforts through effective use of educational data.

As a dynamic learning organization, the Arkansas Department of Education (ADE) has approached this flexibility request as an opportunity to evolve its accountability system using policy and data lessons learned through previous iterations and subsequent challenges of the system. The ADE proposes DARTSS to signal the agency’s intention to transition to a system of instructional support, assessment and accountability aligned more directly with College and Career Ready (CCR) expectations for all students. The proposed DARTSS was designed in response to student achievement strengths and concerns, as identified in Arkansas’s achievement data, and in response to stakeholder input received through regional public meetings, focus groups and surveys regarding the ESEA Flexibility proposal process and the transition to aligned CCR expectations. The following core values were established to guide innovation and refinement of accountability elements in the system.



1. Reduce the complexity of the current system so that parents and educators more readily discern schools' strengths and weaknesses.
2. Ensure fairness and sensitivity of accountability elements improve identification of needs of underperforming and/or at risk students, particularly ELs and SWDs.
3. Measure what is important—proficiency, growth and progress in gap closure.
4. Honor history—use state data and policy lessons learned to improve the system.
5. Remember fairness is not always simple—constraints/error in assessments and statistical models add some necessary complexity to the model in order to ensure fairness.
6. Infuse incentives in the accountability system.
7. Credit schools for progress and growth—this is a valued element of accountability determinations.
8. Ensure alignment of efforts to support students' path to college and/or career readiness.
9. Anticipate unintended consequences and minimize them.
10. Do what is best for Arkansas's children.

The ADE's theory of action calls for a careful analysis of Arkansas's current reality situated in the context of the agency's shared core beliefs, vision and mission and focused on its strategic goals as indicated in Principle 1. Although the current accountability system meets state and federal requirements, the system doesn't fully support the transition to an aligned CCR system. Further, despite progress made by Arkansas's students over the years of NCLB, achievement gaps for at risk students persist. Careful analysis of process and impact data, the leading and lagging indicators of district and school systems change, are integrated throughout this proposal to provide evidence to support Arkansas's flexibility request.

The ADE has established the timeline in Figure 2.1 to support effective integration of comprehensive elements of its proposed CCR standards, assessment, accountability and teacher/leader effectiveness systems through DARTSS. Arkansas began its transition to CCSS this year and is using feedback from educators to inform professional development and support (as indicated in Principal 1) with the goal of deep learning evidenced by change in instructional practice and student achievement. Additionally, several districts in Arkansas have begun piloting new evaluation rubrics as part of the Teacher Effectiveness and Support System (TESS) outlined in the Overview and detailed in Principal 3. These early pilot efforts provide information to ADE to inform the implementation process and adjust ADE's actions and support of these efforts to ensure all students have access to learning that supports their development toward CCR.

The timeline indicates the transition of Arkansas's assessment system and the use of student achievement scores in accountability proposed under this Flexibility request. Arkansas's Comprehensive Testing, Assessment and Accountability Program (ACTAAP) includes criterion-referenced tests (CRTs) for all students in math and literacy at Grades 3 through 8 and Grades 5 and 7 for science. At the high school level, Arkansas requires all students to complete End of Course Exams in Algebra, Geometry and Biology, as well as a Grade 11 Literacy Exam. SWD and ELs participate in these required assessments with or without accommodations as specified in their Individual Education Plans (IEP) or English Language Acquisition Plans (ELAP). Students with the most significant cognitive disabilities participate in the required assessments by completing an alternate portfolio assessment approved by USDE for use in NCLB accountability. Arkansas's approved Adequate Yearly Progress Workbook specifies the use of math and literacy exams in Adequate Yearly Progress (AYP) determinations for identifying schools' and districts' School Improvement status.

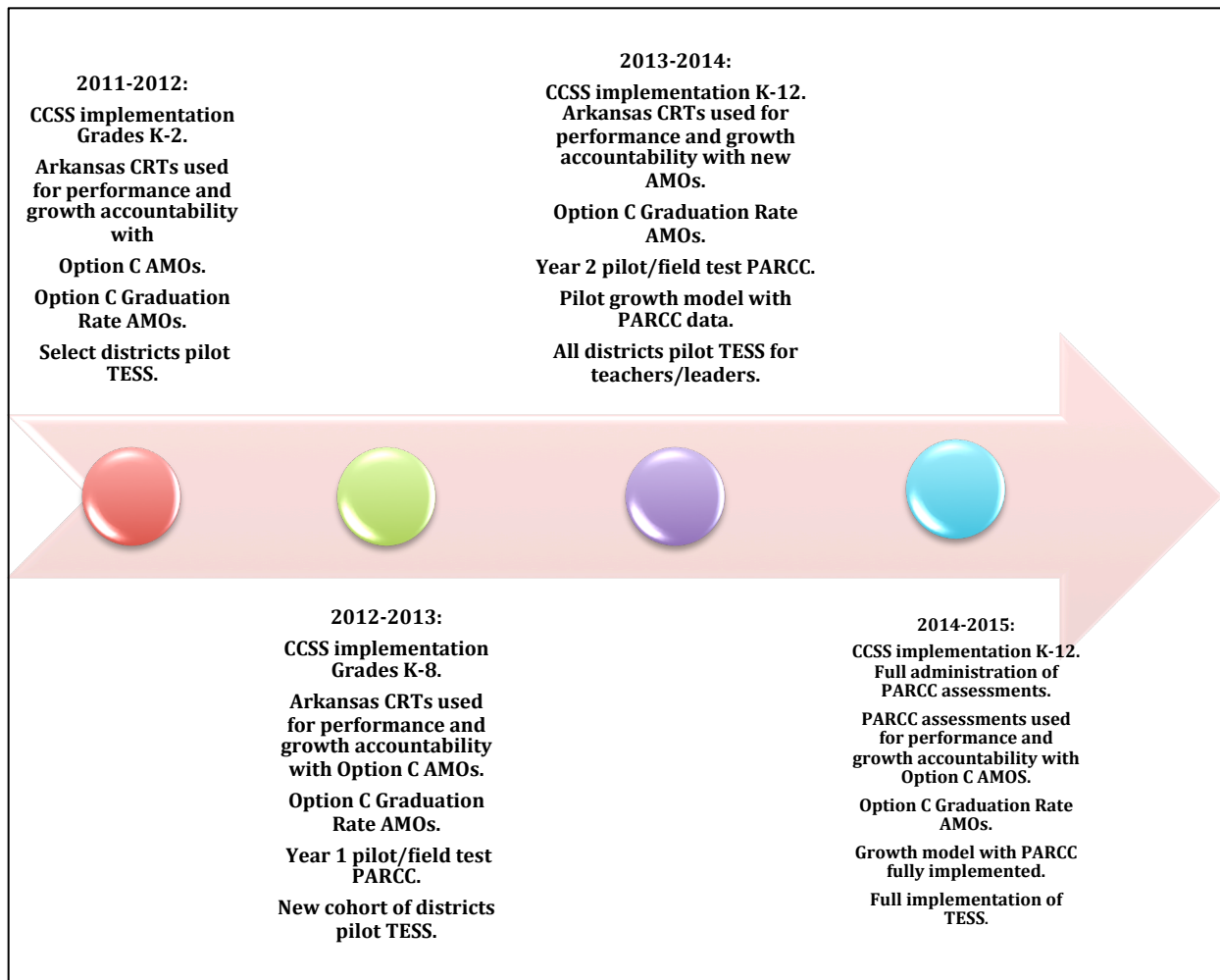


Figure 2.1. Arkansas's timeline for implementing CCSS and assessments for CCR.

The ADE proposes the continued use of its existing CRTs for accountability determinations under this Flexibility request until 2014-2015 for the following reasons: the alignment of Arkansas's approved standards and assessments with CCSS and CCR and lessons learned in the State's efforts to build district and school capacity for implementing systemic change. Arkansas completed an alignment analysis of the Arkansas Curriculum Frameworks for math and literacy with the CCSS when the CCSS was adopted in 2010. The analysis revealed a 96 and 95 percent alignment for literacy and mathematics, respectively, in scope of content and depth of learning represented in the standards. Arkansas's CRTs, aligned to the Arkansas Curriculum Frameworks, were designed to measure students' attainment of these challenging academic content standards and were approved by USDE for use in Arkansas's NCLB accountability system. Although the Arkansas Frameworks are not a perfect match to the CCSS, the existing assessment system represents the best option for use in accountability while PARCC assessments are developed.

To further students' attainment of challenging content standards, Arkansas incorporated rigor and relevance in its CRTs by requiring 50 percent of students' math and literacy scores derive from

constructed response items that require students integrate and apply grade level content in new contexts. Arkansas further defined rigor through the Performance Standards for students to achieve Proficient and Advanced performance levels. For example, a proficient student in math must “consistently apply integrated procedural knowledge and conceptual understanding to solve problems...” (Arkansas Department of Education, 2011, p. 10). Advanced students are distinguished from their proficient peers by demonstrating application and integration for the most complex math problems. In literacy, proficient students must demonstrate reading comprehension in response to text-based questions in a manner that extends and connects meaning derived from the text, and advanced students must also generalize and make critical judgments in response to text-based questions (ADE, 2011). The item formats that compose Arkansas’s CRTs include cognitively rigorous multiple-choice and constructed response items that require students to demonstrate higher levels of critical thinking skills that are aligned with CCR expectations.

Arkansas’s definition of CCR indicates that success in credit-bearing, first-year courses at postsecondary schools and successful attainment in a chosen career are valued as outcomes of CCR expectations. Students’ successes in first-year credit bearing postsecondary courses are one indicator of attainment of CCR. On-time bachelor’s degree completion is another indicator of students’ CCR. Research conducted at the Arkansas Research Center through cross-agency agreements established during Arkansas’s CELT grant (Principle 1, page 14) has resulted in the synthesis of student records across K-12 and postsecondary inputs and outcomes. Arkansas Research Center linked students’ on-time bachelor’s degree completion to performance on the Arkansas End of Course Exams in Geometry and Grade 11 Literacy to inform ADE of the rigor of Arkansas CRTs and the relationship between these variables. The findings from this research demonstrate a strong relationship between Geometry Exam scores and Grade 11 Literacy Exam scores, (0.90 and 0.93 respectively), with students’ on time completion of bachelor’s degrees. Twice as many students that scored Proficient on the Grade 11 Literacy Exam completed degrees as compared to those that scored Basic on the same exam—45 percent of Proficient students completed versus 21 percent of Basic students. Students that scored Advanced had three times the percentage completion (64 percent) compared to students that scored Basic. The results were similar for the Geometry Exam. Fifty-six percent of students scoring Advanced, 43 percent of students scoring Proficient and only 25 percent of students scoring Basic completed on-time bachelor’s degrees.

Other links between Arkansas’s CRT performance and CCR have been developed and may also be used to inform schools’ interventions during the transition to PARCC assessments. Longitudinal research conducted by Dougherty (2010) established suggested targets for determining students’ CCR using Arkansas’s CRT exams. Dougherty linked scores of comparable difficulty from Arkansas’s CRTs to benchmark scores on EXPLORE, PLAN and ACT exams. These links were based on students’ location in the grade level score distribution “relative to the average score in their respective grades” (p. 3). He used longitudinally linked scores for one grade of students and the distribution of scores from the other grades to establish targets on the CRTs linked to readiness benchmarks on the ACT, Incorporated exams. Dougherty suggested that academic preparation groups could be established based on the distance of the students’ scores from the readiness targets in standard deviation units (Dougherty, 2010). Dougherty (2010) found minority and low income students exhibited the largest gap in college and career readiness among students from Arkansas. For Hispanic students and African American students, 31 percent and 54 percent, respectively, were more than one standard deviation below the targets. Although this work has not been used to identify students for early intervention in Arkansas, it is possible to employ similar methodology to provide schools with early warning information for student interventions during the transition years

to PARCC assessments. This would represent a richer use of CRT results connected to the goal of transitioning students, parents and teachers to think in terms of maintaining a CCR trajectory, particularly at middle and junior high schools. The use of CRT score ranges associated with early warning signals for intervening when students are no longer on track for CCR would facilitate the transition to the use of PARCC assessments for the same purpose.

The concept of CCR continues to evolve as innovative indicators are developed through research that is possible with the advances in Arkansas's longitudinal data system. ADE anticipates the PARCC assessments may raise the CCR bar to some extent. Therefore, the ADE will reset AMOs upon full implementation of the PARCC assessments in 2014-2015 as needed to account for the transition to the new assessments and associated CCR performance levels.

Data- and research-informed decisions are foundational to the implementation of DARTSS. ADE recognized challenges to full implementation of the CCSS would arise on a statewide and local system level, particularly in rural and isolated LEAs with limited personnel to facilitate the changes. The ADE established a feedback loop within the strategic plan for implementing CCSS. Feedback on the ADE's plan for transition to CCSS solicited from educators through online surveys, and educator organizations such as the AEA and AAEA, reflected a growing enthusiasm for the effort, based on the promise of a deeper and more defined set of content standards to guide instructional goals. Concomitantly, educators, and in particular building leaders and instructional facilitators, expressed the need to limit introduction of new initiatives that may inadvertently distract from their primary focus on aligning instructional goals and practices in the classroom with CCSS and CCR expectations. The educational community is focused on transitioning to CCSS and PARCC assessments. Given the rigor of Arkansas's assessments and the alignment of CCSS and Arkansas Curriculum Frameworks, the ADE feels it would be imprudent to introduce interim changes to the existing assessments in addition to the changes proposed to the accountability system. Interim changes to assessments may spark the unintended consequence of focusing teachers on short term changes in the test, rather than the long term changes in instructional practice that will support greater access to CCR for all students. Ben Levin summarized these concerns well at the Forum on ESEA Flexibility.

“If schools and districts are more concerned about how they get a score than on how they are teaching, that's a problem...If people are spending time prepping for tests instead of teaching kids curriculum, that is a problem.” (USDE transcript, 2011).

The transition of Arkansas's accountability system must be carefully choreographed to minimize confusion over the changes and expedite the transition to CCR standards and assessments. The proposed differentiated system for recognition, accountability, intervention and support is admittedly parsimonious. The revised system is an integration of simplifications to the existing AYP determinations with careful consideration of elements that address errors in measurement and models, as well as elements that address fairness across the full spectrum of Arkansas schools (Figure 2.2). The parsimony of the system enhances the ADE's ability to transition more seamlessly as PARCC assessments are fully incorporated into the assessment system. Through the continued development of Arkansas's P-20 longitudinal data system, the ADE will use its rich data stores to inform policy revisions through careful analysis of data from implementation processes, teacher and leader effectiveness impact and student performance. ADE will model for its districts and schools a data-informed culture as it transitions its statewide system of assessment, accountability and support to a coherent focus on closing achievement gaps at the school and subgroup levels. Deeper

diagnostic views of the factors impacting student learning and CCR, coupled with a focus on educator effectiveness, will provide rich, contextual information to guide improvement in systems that have demonstrated resistance to change thus far.

### **Comprehensive Elements of DARTSS**

Data-informed continuous improvement starts with ambitious and achievable goals for schools and districts and transparency in accountability for meeting the goals. The ADE proposes to hold all schools accountable for reducing by half the proficiency gap or growth gap, and the graduation rate gap for high schools within six years (Option C). School-based AMOs provide individualized and achievable progress targets for schools similar to growth or progress targets for students that are based on prior achievement. Arkansas students have made progress across the board, yet statewide achievement gaps for some students persist. These prior performance-based AMOs require all schools to reduce the achievement gap for all students and the ESEA subgroups within their schools. Using prior performance-based AMOs with Option C, schools that are furthest behind are required to make greater gains in the same time frame.

Figure 2.2 illustrates the major elements of DARTSS. Schools are broadly classified as Achieving or Needs Improvement based on modified annual progress decision rules and the proposed AMOs. Exemplary, Focus and Priority Schools will be identified from among all schools. A differentiated system of incentives, support and interventions will serve as a statewide multi-tiered framework to guide the ADE's response to schools' and districts' classifications. Sections 2.C. through 2.F. detail the differentiated incentives, supports and interventions for each classification of schools. Section 2.G. explains the intended integration of these elements for State, district and school capacity building. A strategic plan for statewide support and professional development to facilitate implementation of CCSS, PARCC assessments and TESS provides a foundational component for transitioning to CCR standards and assessments under DARTSS. TESS and the ADE's continuous improvement planning and monitoring processes (ACSIP) are necessary feedback loops within the system, and will inform leadership at school, district and state levels regarding fidelity of implementation as well as impact on student achievement.

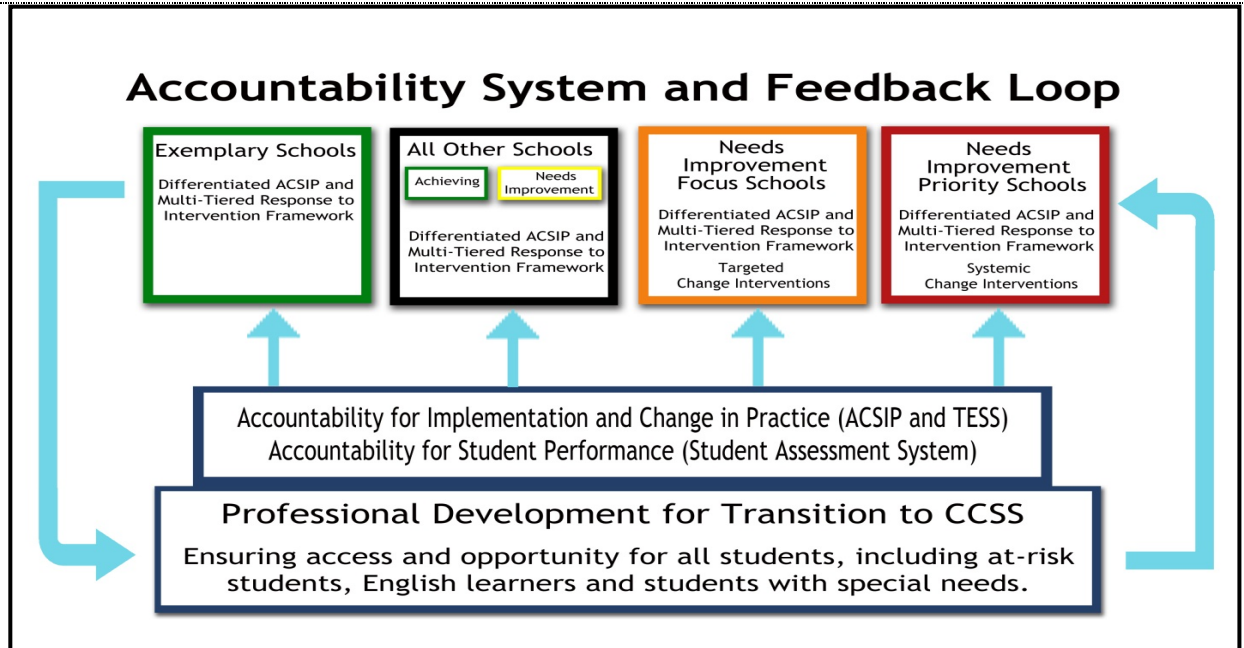


Figure 2.2. Differentiated Accountability, Recognition and Tiered Support System overview.

Arkansans have asked for a simpler accountability and reporting system that clearly indicates schools' progress in meeting student performance and growth goals yet maintains the focus on all students. This proposal is an important step in streamlining disparate state and federal accountability and reporting systems into a unitary, focused system that meets the needs of stakeholders to ensure schools are providing all students with access to and achievement of college and career readiness standards. ADE proposes to broadly classify schools as Achieving or Needs Improvement based on meeting AMOs in performance or growth and graduation rates (high school) for All Students and a Targeted Achievement Gap Group (TAGG) within each school. The TAGG will include students with membership in any or all of the following ESEA subgroups: economically disadvantaged students, ELs and SWD.

In prior years, the minimum N of 40 has resulted in many schools with few subgroups meeting the minimum number of students for inclusion in the AYP calculations. Reducing the minimum N to 25 results in more schools with more subgroups included in the accountability model, however, it is not sufficient to ensure at risk subgroups receive appropriate attention in all schools. The use of the TAGG for accountability increases accountability for at risk students over and above reducing the minimum N from 40 to 25. Specifically, reducing the minimum N to 25 and using the TAGG in accountability increases rates of inclusion of specific subgroups, African Americans, ELs and SWD in particular, and increases the number of schools accountable for students in the ESEA subgroups. Annual School Report Cards will report schools' broad classifications, as well as schools' progress in meeting their AMOs for All Students, TAGG students and ESEA subgroups. These determinations will serve to activate a multi-tiered support and intervention framework based on schools' needs as identified through the data. The parsimony of the system will facilitate struggling schools and districts closing the achievement gap and support educators' transition to CCSS, PARCC assessments and Arkansas's teacher and leader evaluation model by maintaining the focus on mastering the complexities of teaching and student learning and measuring and reporting what

matters to stakeholders.

- Composition of the Non-TAGG group
  - Non-TAGG students are full academic year students that are not participants in the Free/Reduced Lunch Program (not economically disadvantaged), not designated as ELs, and not designated as SWD.

### Evidence to Support Proposed TAGG

Arkansas is making progress and this progress has become evident in several national indicators. Arkansas's existing accountability system and instructional support initiatives have resulted in improving Arkansas's overall Quality Counts Grade, ranking fifth among all states in the ratings with a grade of B in 2012. Quality Counts is Education Week's annual evaluation of public school quality indicators (Education Week, 2012). Arkansas received exemplary marks for Standards, Assessment and Accountability (A); Transitions and Alignment (A); and The Teaching Profession (B+) (Education Week, 2012). Yet recent progress has not resulted in commensurate ratings in K-12 Achievement (D) and Chance for Success (C-). Further, Arkansas has exhibited flat performance on the National Assessment of Educational Progress in recent years, and persistent gaps still exist in state-mandated assessment scores and graduation rates for underperforming subgroups of students despite all students improving achievement over time. While the current NCLB accountability requirements brought attention to the performance of subgroups, the current system has failed to result in the changes necessary to fully realize the goal of having *all* students attain proficiency in Arkansas's grade level academic content standards.

NCLB and state accountability requirements have resulted in general improvement trends in mathematics and literacy as measured by Arkansas's criterion-referenced assessments (Figure 2.3).

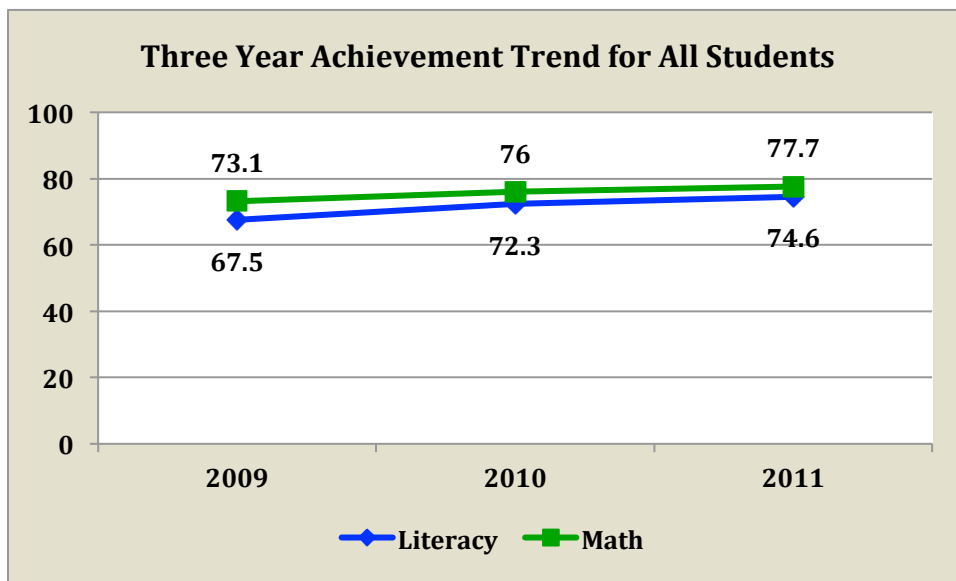


Figure 2.3. Three-year achievement trends for all students in math and literacy.

As intended by NCLB, disaggregation of these trends reveals large achievement gaps for several subgroups of students (Figures 2.4 and 2.5). Further, these subgroups demonstrate improvement trends, yet not at the differential rates necessary to close these gaps, except for Els and Hispanic students.

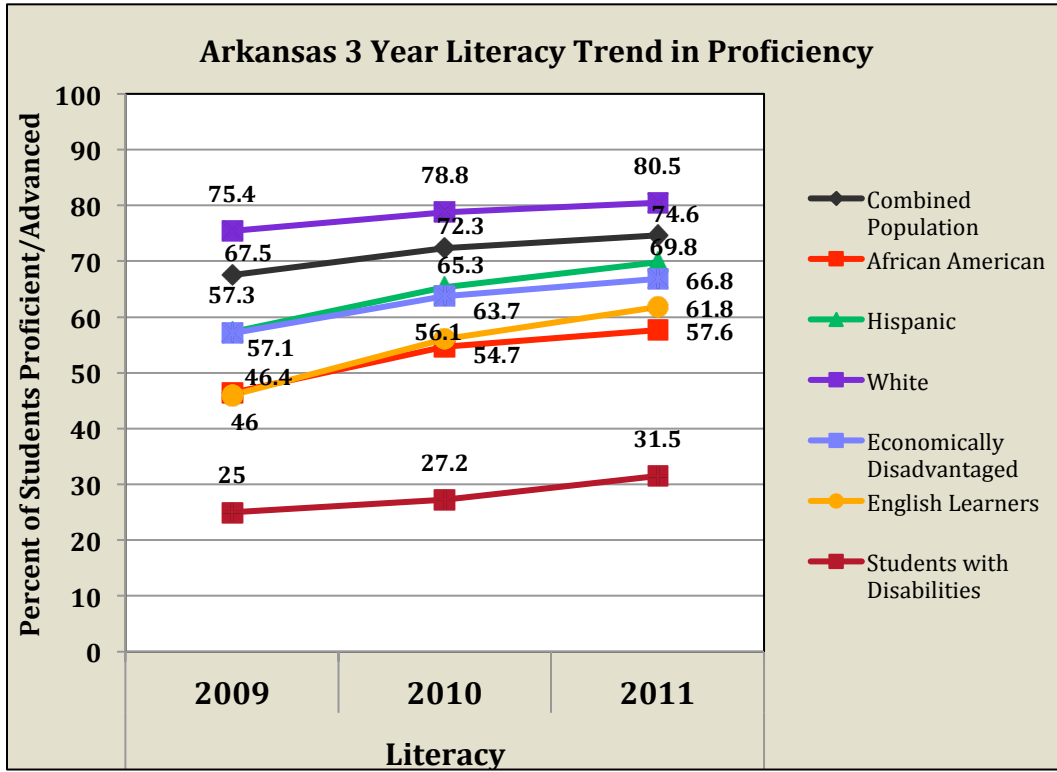


Figure 2.4. Three-year literacy trends by ESEA subgroups.



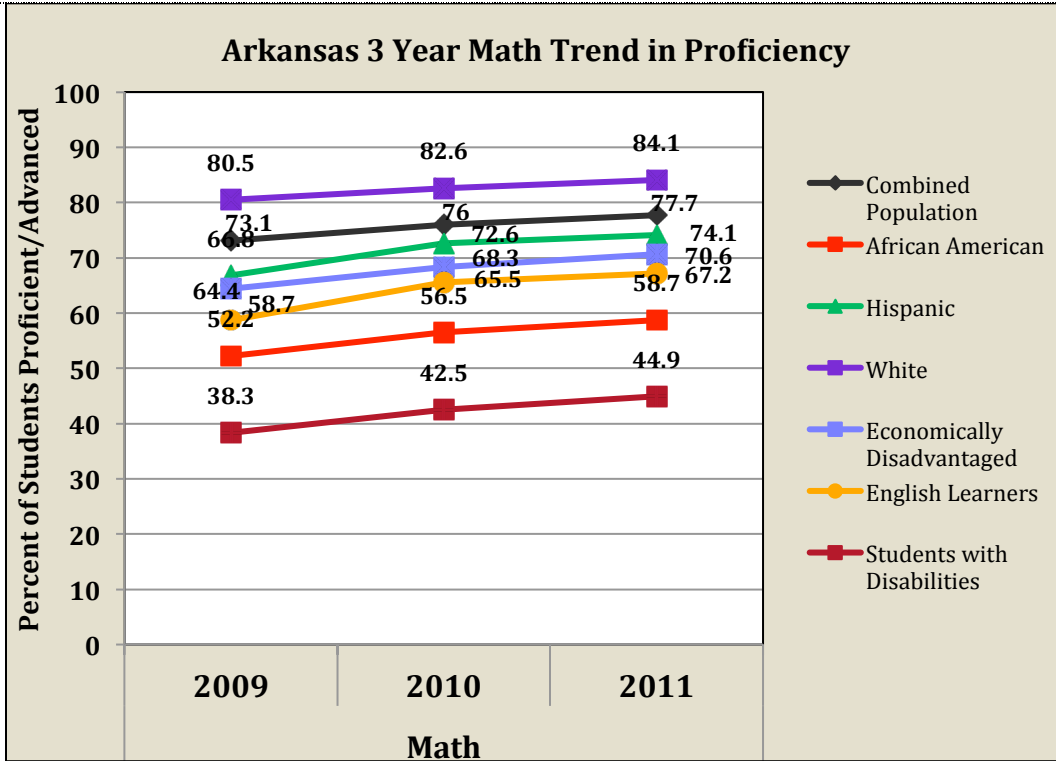


Figure 2.5. Three-year trends in math for ESEA subgroups.

Obviously, segments of our student population have struggled to achieve at desired levels. This ESEA Flexibility request provides a timely opportunity to move from an accountability system that provides an unintended positive bias for schools with small populations, to a system that focuses on long-term, continuous improvement through differentiated identification of schools’ needs in a manner that is sensitive to Arkansas’s students’ characteristics. For example, further analysis of subgroup accountability revealed factors that may contribute to the persistence of the gap between the highest performing subgroups and the lowest performing subgroups. Table 2.1 is a list of the percentage of schools that are accountable for each of the subgroups included in Arkansas’s Adequate Yearly Progress (AYP) Workbook based on the current minimum N of 40, and the percentage of schools that are not accountable for these subgroups despite having students identified as members of these subgroups. The final column in Table 2.1 indicates the percentage of schools with one or more students with membership in these subgroups.

Table 2.1

*Percentage of Schools Accountable for and with Enrollment of Students in ESEA Subgroups*

Group	Schools with subgroup that meets Minimum N (40)	Schools <i>not</i> accountable for students as a subgroup with Minimum N (40)	Schools with one or more students tested in the subgroup
African American	33%	47%	80%

<b>Hispanic</b>	13%	76%	89%
<b>Caucasian</b>	84%	6%	95%
<b>Econ. Disadvantaged</b>	92%	4%	96%
<b>English Learners</b>	9%	54%	63%
<b>Students with Disabilities</b>	16%	80%	96%

As illustrated in Figures 2.4 and 2.5 SWDs demonstrated the lowest performance of all the subgroups, yet under Arkansas's current AYP workbook; only 16 percent of schools meet the minimum number of SWDs for accountability. Conversely, 96 percent of Arkansas's schools have a subpopulation of special education students attending their school. This reveals a gap of 80 percent of our schools that are not being held accountable for the achievement of this subpopulation. An unintended consequence of the minimum N of 40 has been that the SWD subgroup has been virtually unaccounted for at the elementary level in larger LEAs and at the elementary and secondary level in small rural schools across the state. Thus, large metropolitan and urban systems have been mainly accountable for these groups, and usually only at the middle and high school levels.

Lowering the minimum N may seem like a logical alternative to the TAGG that would hold more schools accountable yet maintain the focus on the different ESEA subgroups. However, the characteristics of Arkansas's schools indicate this would provide a minimal increase in accountability for EL and a moderate increase in the number of schools accountable for SWD as indicated in Table 2.2.

Table 2.2

*Comparison of Percentage of Schools Accountable for ESEA Subgroups with Minimum N of 40 and 25*

<b>Group</b>	<b>Schools with subgroup that meets Minimum N (40) or 5% of ADM for schools with 800 or larger ADM</b>	<b>Schools with subgroup that meets Minimum N (25) for all schools regardless of ADM</b>
<b>Targeted Achievement Gap Group</b>	91%	98%
<b>African American</b>	33%	40%
<b>Hispanic</b>	13%	23%
<b>Caucasian</b>	84%	88%
<b>Econ. Disadvantaged</b>	92%	97%
<b>English Learners</b>	9%	15%
<b>Students with Disabilities</b>	16%	43%

Reducing the minimum N to 25 for all schools, regardless of ADM, results in a limited increase in the percentage of schools accountable for each of the ESEA subgroups. Note with a minimum N of 25, only 40 percent of schools would be accountable for African American students, an increase of only 7 percent. The SWD subgroup triples in the percentage of schools accountable, yet more than half of Arkansas's schools would still be unaccountable for SWD as its own subgroup. The Hispanic and EL subgroups are still minimally represented in the accountability for performance as a group.

The ADE proposes to address the persistence of achievement gaps such as these through this Flexibility opportunity by requiring schools to be accountable for all students that have membership in at-risk subgroups.

Arkansas proposes to examine all students as well as a Targeted Achievement Gap Group (TAGG) based on students' membership in historically underperforming at risk subpopulations, thus requiring accountability for all students in their care. Each ESEA subpopulation will have individual AMOs, will continue to be reported separately and will continue to be used to plan interventions and support. However, the TAGG, in addition to the All Students group, will be used to identify focus schools, and to inform accountability labels for all schools and districts in the P-12 system, thus increasing the number of schools accountable for students at risk. The All Students group, the TAGG and the ESEA subgroups will trigger the Statewide System of Support (SSOS) and interventions. This change in a key trigger for accountability (the TAGG), in addition to lowering the minimum N for all schools to 25, will ensure more schools are held accountable for closing the gap between top performing students and any lower performing students. Stakeholders were involved in the discussion of the creation of the TAGG, a mechanism for ensuring all schools were attentive to the needs of students at risk, and supported this as a strategy for improving accountability for reducing the achievement gaps in Arkansas (Attachment 20).

Data gathered from Arkansas's initial pilot of differentiated accountability helped inform the development of the TAGG concept. The pilot differentiated accountability model employed by the ADE differentiated labels and consequences for schools based on the percentage of groups/subgroups that met AYP through status/safe harbor or growth. Status refers to whether schools met annual measurable objectives (AMOs) for performance in math and literacy. Safe Harbor allowed schools to alternatively meet AYP through a 10 percent reduction in the percent of students scoring below proficient levels. The pilot growth model allowed schools to meet AYP through the alternative method of including below proficient students as proficient when these students met their annual growth increment in lieu of meeting the grade level proficient standard.

Data from 2011 accountability reports indicated most schools had fewer than half the subgroups meeting the minimum N for accountability. There are 14 possible groups/subgroups used in AYP in Arkansas. Each group counts once for literacy and once for math. The groups are:

- All Students,
- African American,
- Hispanic,
- Caucasian,
- Economically Disadvantaged,
- Limited English Proficient, and
- Students with Disabilities.

The number and percentage of schools accountable for zero to 14 groups/subgroups in the current AYP determinations are provided in Table 2.3. Note that Arkansas has nine schools that are so small the school does not have an All Students group that meets the minimum N for math and/or literacy. These schools fall under AYP workbook provisions for extremely small schools. Just over half of Arkansas's schools are accountable for four to six groups/subgroups. These groups are usually the

All Students group, the Economically Disadvantaged subgroup, and the schools' primary race subgroup. Twenty-five percent of schools have a substantive second subgroup (7 – 8 groups meeting minimum N) such as a secondary race subgroup or more rarely, an EL subgroup or SWD subgroup.

Table 2.3

*Percent of Schools Accountable for Each of the Number of Groups Meeting Minimum N out of 14 Possible Groups*

# of Groups Meeting Minimum N	Count	Percent
0– 1	9	0.84
2– 3	8	0.75
4– 6	611	57.04
7– 8	271	25.30
9 – 13	165	15.41
14	7	0.65

The TAGG consists of students with membership in any of the three groups historically at risk for underperformance: economically disadvantaged students, ELs and SWD. Table 4 presents the percentage of each race/ethnicity group represented in the TAGG. Note the TAGG captures more of the diversity of Arkansas's students for accountability than the ESEA subgroups alone. Ninety-eight percent of Arkansas's schools have a TAGG that meets the minimum N of 25 for all schools and districts.

Table 2.4

*Demographics of the TAGG*

NCLB Subgroup	TAGG	Not TAGG
Hispanic	92%	8%
Native American/Alaskan Native	64%	37%
Asian	60%	40%
Black/African American	86%	14%
Hawaiian Native/Pacific Islander	90%	10%
White	50%	50%
Two or More Races	65%	35%

The use of the TAGG to hold schools accountable for performance and growth of all students is not without challenges. In one tenth of Arkansas schools, the TAGG includes the entire school population due to the extent of poverty in these schools. Thus a gap between TAGG and Non-

TAGG cannot be calculated. In schools where the Non-TAGG is smaller than the minimum N, the percentage of Non-TAGG students proficient is subject to greater variability due to the smaller group size. Therefore, for the purposes of determining the magnitude of the achievement gap between TAGG and Non-TAGG students for Focus School Determinations (Section 2.E), the median school percentage of Non-TAGG students proficient will be used as the proxy for the Non-TAGG students in schools where the TAGG represents All Students and in schools where the Non-TAGG falls below the minimum N.

Through consultation with stakeholders, the ADE was provided with feedback on the inclusion of students in the TAGG. Specifically, the stakeholder groups indicated the importance of identifying students in the TAGG from among the historically at risk groups of economic disadvantage, ELs and SWD. Consideration of inclusion of students identified as African American or Hispanic was discouraged by stakeholders during consultation.

Further analysis of student performance based on TAGG or Non-TAGG membership was conducted to determine whether excluding students from the TAGG for membership in the African American or Hispanic subgroup without membership in any of the three at risk groups provided sufficient safeguards for meeting the academic needs of students in these historically underperforming minority groups. Table 2.4.1 provides a summary of performance indicators in math and literacy for minority students that would qualify for TAGG membership based on economic disadvantage, ELs or SWD as compared to the performance of minority students that were not members of one the TAGG risk groups.

**Table 2.4.1**

*Performance of African American, Hispanic and Asian Students classified with in the TAGG or Non-TAGG Groups*

	<b>NonTAGG African Americans</b>	<b>TAGG African Americans</b>	<b>NonTAGG Hispanic</b>	<b>TAGG Hispanic</b>	<b>NonTAGG Asian</b>	<b>TAGG Asian</b>
Literacy						
Below Basic	2.02	10.26	0.55	6.35	0.31	5.36
Basic	21.58	34.80	11.51	25.25	5.93	17.53
Proficient	46.23	39.44	40.89	43.61	26.50	40.80
Advanced	30.17	15.49	47.04	24.80	67.26	36.81
Proficient or Advanced	73.46	56.48	87.93	68.41	93.76	77.11
Math						
Below Basic	7.93	18.45	2.00	9.23	0.79	5.52
Basic	18.61	25.06	9.31	17.89	3.42	10.82
Proficient	40.57	35.30	34.65	38.31	18.89	32.17
Advanced	32.89	21.18	54.05	34.56	76.89	51.49

Proficient or Advanced	76.40	54.94	88.70	72.87	95.79	83.66
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As illustrated in Table 2.4.1, the descriptive statistics for minority students belonging to at risk groups (TAGG) indicate significantly lower performance for minority students that are at risk as compared to minority students that are not at risk. Cohen’s *b* was calculated to quantify the magnitude of these within race gaps and resulted in extremely large effects ranging from 10.27 (African American literacy) to 19.67 (Asian literacy). These gaps are meaningfully large and support the argument that even within racial/ethnic minority groups, risk factors are associated with educationally meaningful lower performance. The gap between African American students at risk and those not at risk is over 21 percentage points in literacy and 17 percentage points in math. These descriptive statistics support the assertion that membership in TAGG based on risk status, rather than minority status, is a statistically and educationally sound proposition.

### **Serving All Students in Districts and Schools**

The accountability under No Child Left Behind (NCLB) has been the key driver of focused educational change. However, after ten years of NCLB implementation, Arkansas has concluded state rules for identification of school districts in academic distress do not accurately describe the degree of complexity necessary for targeting intervention to those districts and their schools.

The challenge is complicated, in this case, because Arkansas must be able to address the root causes—the impact of poverty, low expectations, chronic disruption from student migration, demonstrably lower teacher capacity relative to schools serving more affluent student populations—to be truly successful at any kind of scale. Turning around failing schools requires not just repair work but also a re-engineering of the school model and the systems that support it. That re-engineering requires more than the application of some reform “medicine.” Re-engineering requires re-thinking

the structures, authorities, capacities, incentives and resources that define the context, the operating conditions in which these schools do their work.

For this reason, Arkansas has chosen to participate in the ESEA Flexibility initiative in an effort to help districts better manage improvement in their schools and make systemic changes to improve instruction and student achievement. The flexibility proposed in this proposal will also help the state accelerate support and more intentionally target resources, technical assistance and interventions to the schools and districts that need the most assistance.

Clearly, one great challenge is combining the big stick and the helping hand, and pooling talent to push for results. The ADE and the Arkansas State Board of Education are committed to re-engineering our failing schools. The ADE’s Rules for Academic Distress are in the process of revision to align with this proposed accountability system and in a manner consistent with Arkansas law. Arkansas can and should expect its schools and districts to function at their best and serve all students well. The ADE’s proposed DARTSS will assist districts and their schools to make informed decisions regarding continuous improvement from the “bottom-up as much as possible and top

down as much as necessary” with Academic Distress representing the highest level of “top down” decision-making and a necessary element when local efforts fail to turn schools around.

A challenge Arkansas has with current state statute for Academic Distress is that it provides ADE with authority to identify schools, not districts, as being in Academic Distress. Given this constraint the state may intervene through this vehicle for low performing schools yet still have limited impact on the district. Districts may continue to inadequately resource a low performing school or avoid providing effective leadership structure and high expectations to the school due to the lack of a district systems approach to transformation. The proposed interventions for Priority Schools under DARTSS represent a shift toward a stronger systems approach to continuous improvement by involving the district leadership more directly in the responsibility for improving Priority Schools.

ADE is working with the Arkansas Board of Education and other stakeholders to rewrite the Academic Distress rule under this flexibility so that ADE may have the authority to identify a district that does not have a clear path for a student to go from kindergarten through Grade 12 without having to enter a Priority School that is not making progress. The intent in this case is for a district to be identified as in Academic Distress when a Priority School does not make the progress expected under the Priority School’s Priority Improvement Plan (PIP). Under these circumstances, district autonomy is greatly reduced and the ADE becomes a very active partner not only in that school, but in all schools within that district, in the allocation of district human capital and financial resources and in the governance of the Priority School. This could include removing the local school board and/or superintendent and moving forward with state governance of the district. Similar to mechanisms other states have utilized such as a turnaround office or state conservatorship—these actions would be delineated in a revised statute and rule. This ESEA Flexibility and proposed DARTSS provide an initial avenue to identify schools that are underperforming and put rigorous, ambitious change expectations in place. Through revision of the Academic Distress rule, when Priority Schools do not make progress, the ADE would be more involved in how their districts resource and govern their schools.

When a district reaches the level for designation of Academic Distress, State intervention is necessary, yet capacity is a constraining factor within the system. The proposed DARTSS has several advantages over the existing disparate State and NCLB accountability systems that are likely to build capacity as well as turn schools around. Through tiered intervention and support based on schools’ designation of Needs Improvement, Needs Improvement Focus and Needs Improvement Priority Schools, districts and their schools will engage in differentiated improvement processes based on the severity of needs rather than a one-size fits all approach to improvement. District and school educators will be incentivized by increased flexibility to construct local solutions to local problems. In the cases of Priority and Focus Schools, the local leadership may not have the tools to facilitate an ambitious change process. Thus, the differentiated interventions for these schools reflect these potential obstacles and ensure provision for external expertise and leadership focused on building local capacity for change and continuous improvement. ADE School Improvement Staff will focus support and/or intervention based on the degree of need as determined by the achievement indicators and implementation indicators in the system. External providers may be required (Priority) or optionally (Focus and all other schools) engaged to assist in building local capacity and local expertise through a ‘gradual release of responsibility’ model. Responsibility for implementation and results rests on districts initially with increasing oversight based on severity of the accountability designation. Lack of local action will result in loss of local flexibility and control that will be

specified in the revised Rules for Academic Distress. The Arkansas State Board of Education has begun the process to redefine academic distress. A new definition would provide the state with the authority to take control of the school district if progress toward stated goals is not occurring.

### **Ensuring Access to CCR Expectations and Opportunities**

Public regional meetings hosted by the ADE around the state and follow up focus groups indicated that the majority of Arkansans believe the disaggregation of data under NCLB by subgroups has been positive, shedding new light on the issue of achievement gaps for historically underachieving groups. However, as NCLB has matured several unintended consequences of the focus on subgroups have become evident. One example is evident in school improvement plans that include mechanical interventions based on subgroup membership. The interventions are often isolated from a systemic plan and focus mostly on surface level characteristics of the subgroup's needs, rather than on the authentic learning needs of the lower performing students within each group. Changes to the accountability system must provide incentives to not only disaggregate and report, but to clarify students' learning needs and respond with interventions and supports informed through deeper diagnostic views based on patterns of performance rather than subgroup labels. The intent is to incentivize the use of data to inform rigorous core instruction for all students and appropriate intervention or support for students with identified common and individual learning needs.

Additionally, Arkansas's statewide data indicate many students belong to more than one of the ESEA subgroups. In schools where more subgroups meet the minimum N, the perception is that membership of one student in multiple subgroups results in an exaggeration of school failure. Essentially, the low performance of the student, regardless of subgroup membership, should be the concern that demands a response within the accountability system. Use of the TAGG to trigger accountability is responsive to stakeholders concerns and lessons learned from Arkansas's statewide data.

The changes proposed in DARTSS more closely align with the intent of leaving no child behind based on the known characteristics of students and schools in Arkansas. Identification and use of the TAGG mitigates issues that have arisen under the compliance mindset that has evolved in recent years under NCLB. First, the formation of the TAGG is responsive to what ADE has learned from the data, particularly with regards to schools' accountability for ELs and SWD. Students with membership in lower performing or at risk groups are included in TAGG. Second, identification of the TAGG will enable a more authentic focus on student learning needs enabling teachers to move beyond at-risk labels to individual students. The TAGG exposes hidden achievement gaps by creating a subgroup that meets the minimum N in 98 percent of the schools in Arkansas. This is particularly important in schools where ELs and SWD have struggled, but the accountability N has not prompted a focus on these students' needs in particular. Continued reporting of NCLB subgroup progress in reducing the proficiency and growth gaps, combined with accountability for the TAGG group, will activate Arkansas's re-conceptualized tiered-support system.

Accountability for the All Students group and the TAGG group provide a macro-view of school and LEA performance that is intended to inform the macro-level of a continuous improvement process. However, this macro-level is not sufficient to inform student instruction at the classroom or micro-level, and changes in school performance happen first at that micro-level. An intended outcome of the DARTSS is to provide deeper diagnostic views of subgroup and student progress on CCR indicators that will jump-start stalled continuous improvement processes, and ultimately lead to daily



micro-adjustments to learning strategies thus maximizing students' access to CCR. To accomplish this outcome, ADE is envisioning and working toward an enhanced, thematic reporting of critical indicators along the pathway to CCR. The ADE will report annual accountability designations, progress of schools and districts in meeting AMOs for All Students, TAGG and ESEA subgroups, as well as progress on CCR relevant indicators (see page 94). Color coding and thematic presentation will enable easier interpretation of indicators to facilitate connections between accountability and continuous improvement planning (details on page 95).

Role-based access to these critical indicators will allow leaders to organize and view reports and relevant information to facilitate decisions at the leadership level. Teachers' role-based access will allow teachers to organize and view reports and relevant information to facilitate classroom instruction- and assessment-related decisions, as well as enhance their analysis by augmenting their view with classroom level data such as screening, progress monitoring and interim assessment results. Instructional facilitators' role-based access will ultimately allow them to migrate between leadership and classroom level views to ensure alignment and coherence in response to data findings. These technical improvements to reporting are intended to support a data-informed culture of decision making along the continuum from macro- to micro-level.

### **Proposed Changes to Accountability Determinations**

Arkansas's current accountability system for Adequate Yearly Progress determination utilizes a *Status plus Growth* model. Under the current system a school may meet AYP by meeting AMOs for performance for All Students and all ESEA subgroups, meeting Safe Harbor for All Students and all ESEA subgroups, or meeting AMOs for All Students and all ESEA subgroups using status AMOs, plus counting students below proficient as proficient if they meet annual growth in the status calculations. This model does not account for schools whose students are scoring Proficient or Advanced, but are losing ground toward Proficiency by Grade 8. Thus, schools with high performance are not identified as Needs Improvement when their students are losing ground to the extent that they are no longer on a path to maintain grade level expectations. This can create a systemic problem within a district when elementary schools may meet their AYP targets while students lose ground toward meeting higher grades' standards. The current system uses a minimum N of 40, or 5% of ADM when ADM is greater than 800, which has also allowed many ESEA subgroups to go unaddressed in official ACSIP planning.

The need for all students to achieve or maintain a trajectory toward CCR is paramount as Arkansas transitions from State standards to the CCSS. ADE proposes the use of school and district level Growth AMOs as an additional indicator of progress toward CCR, particularly to transition schools toward habits of mind that address students who may be meeting or exceeding existing grade level standards, but not receiving the attention they need to continue to excel as they progress through higher and higher grade levels. This is critical to building the capacity of all Arkansas students to achieve more rigorous CCSS. Additionally, the ADE proposes lowering the minimum N to 25 beginning with 2012 assessment and reporting cycles to apply to All Students, the TAGG and ESEA subgroups. For the purposes of classifying schools as Achieving or Needs Improvement, ADE proposes using the minimum N of 25. For the purposes of further differentiating within Achieving and Needs Improvement Schools, the ADE proposes applying the minimum N of 25 to ESEA subgroups for requiring ACSIP interventions, as well as aligned human and financial resources to address the needs of ESEA subgroups that do not meet Performance and/or Growth AMOs.

ADE proposes the following actions within this Flexibility request to increase expectation for rigor necessary to achieve and maintain CCR for all students, including those already exceeding the standards; and to ensure that high performing schools are not masking lack of student growth among high performing students.

As indicated in Figure 2.2, DARTSS consists of a broad state-level classification of schools as Achieving or Needs Improvement with more explicit identification of schools at the extremes of performance: Exemplary Schools, Focus Schools and Priority Schools as delineated in Sections 2.C. through 2.E. Determination of the overarching accountability label is based on a set of decision rules modified from the existing Adequate Yearly Progress Workbook. Figure 2.6 compares the proposed decision rules to the existing AYP determination rules. The similarities and differences between the two sets of decision rules are situated within familiar elements to help minimize confusion over the transition in accountability determinations. The differences address specific elements in the flexibility guidance as indicted in Figure 5.

The recalculation of AMOs using Option C for individualized district, school and group AMOs is the first proposed change. The prior year performance or weighted three year average performance would continue to be used as specified in the AYP Workbook to determine whether schools meet their AMOs for the proficiency gap. This addresses concerns about year-to-year stability in the calculations when dealing with different groups of students from year to year. The small school rule would also apply here. Schools with fewer than 25 students in the All Students group for math or literacy would be required to use the 3-year weighted average in place of prior year performance. Another principle from the existing AYP determinations would apply to the proposed system—the consistent use of prior year or 3-year weighted averages to determine if AMOs were met. Accountability determinations would derive from either prior year for All Students and TAGG, or 3-year weighted average for both groups within a subject. The individualized AMOs would replace Safe Harbor by setting incremental progress expectations based on each school’s starting point in 2011. The state level confidence interval applied to meeting the prior statewide AMOs would no longer be applicable because schools will be working toward school-based AMOs.



*Figure 2.6. Comparison of current and proposed decision rules for overarching accountability labels and reporting CCR indicators.*

Another change in the proposed accountability system will support the transition to more robust growth measures as these are developed and validated in the transition to PARCC assessments. The current growth to standard model is scale-dependent based on the vertical moderation of the Grades 3 through 8 Arkansas Benchmark Examination score scale (Lissitz & Huynh, 2003). ADE proposes to employ this model during the transition to PARCC assessments. The ADE will use its longitudinal data system capabilities to evaluate the existing growth model's stability at the teacher level for use in TESS and the congruence between school accountability designations and teacher/leader effectiveness ratings. This will provide ADE opportunity to complete model growth measures using PARCC assessment pilot data to inform the transition of the growth measures for use with PARCC assessment. Ultimately, the growth measures used with the PARCC assessments will replace the current growth model in accountability designations and TESS. Transition of the growth model from the current Grades 3 to 8 score scale to the PARCC assessment score scale for Grades 3 to 11 will be informed by statistical modeling of school, teacher and student impact. Based on the results of this modeling, growth calculations will be transitioned concurrent with full implementation of PARCC assessments for use in accountability and TESS.

ADE proposes to use the existing growth to standard model approved by USDE to support accountability for growth of all students toward CCR at the K-8 level for the 2012-2013 through 2013-2014 school years. One significant change in the use of the growth model will enhance the focus on CCR for all students. Schools will be held accountable for meeting annual AMOs for growth based on the progress of all students on the continuum of achievement rather than merely crediting below proficient students who meet annual growth as proficient for AYP. This expands the current use of growth in AYP, a "status plus model," by giving schools credit for maintaining students' pathways to proficiency by Grade 8, including students who are proficient and advanced. This change introduces accountability in the growth model for students who are proficient or advanced but do not meet their annual growth. All students regardless of where they are on the achievement continuum would be expected to advance their learning annually to the degree necessary to meet or maintain their trajectory.

Arkansas's current NCLB growth to standard model results in all students in Grades 3 through 8 receiving a calculated growth trajectory (below proficient students) or a proficiency threshold (proficient and advanced students). The annual increments are proportional relative to the annual growth in scale score points needed to maintain a proficient score on the curvilinear scale from Grade 3 to Grade 8. Students' annual scale scores are compared to the sum of their prior scale score and their annual expected growth increment. The comparison of students' actual scale score to their expected scale score results in a determination of whether a student has met or failed to meet expected growth. This dichotomy (Yes/No) for meeting growth is then aggregated to a school level percent of students meeting growth out of all students tested.

Arkansas proposes to change how the four-year adjusted cohort graduation rate is used in annual accountability determinations by weighting it more heavily in the proposed DARTSS for high schools to enhance accountability for CCR at the high school level. The development of Arkansas's longitudinal data system has enabled the calculation of the four-year adjusted cohort graduation rate.

Arkansas published this rate for All Students and for ESEA subgroups for the first time with the 2010 Annual School Performance Report. The graduation rate data revealed gaps in the graduation rates among subgroups within schools that had not previously been accounted for in Arkansas's AYP model. Graduation rates provide a valuable indicator for CCR in high school accountability because high school graduation is influenced by all teachers at the high school level as each teacher contributes to students' cumulative credits toward a diploma. Similar to proficiency gaps, the graduation rate gap has been masked by relatively high graduation rates of the All Students group. Arkansas is proposing to require high schools meet AMOs for graduation rates for All Students and the TAGG based on 2010 baseline graduation rates and Option C for calculating annual targets. This will draw attention to and focus interventions and supports on closing identified gaps in graduation rates among high schools' subgroups where appropriate. Graduation rates provide an additional indicator for high schools that is a fundamental requisite to college and career readiness.

Currently, high school graduation rates are included in Arkansas AYP workbook as a secondary indicator for determining AYP. Graduation rates are used to determine schools' eligibility to use safe harbor as an alternative for meeting math and literacy progress, and in the overall improvement status determination, a single graduation rate target must be met for all students in addition to schools' meeting AYP for math and literacy. In DARTSS, the All Students graduation rate, the Non-TAGG and TAGG graduation rates, as well as NCLB subgroup graduation rates will be calculated and reported. Arkansas proposes to set AMOs for the graduation rate for the above mentioned groups by school, and to include schools' progress in meeting the AMOs for All Students and the TAGG in accountability determinations. The gap between the Non-TAGG and TAGG graduation rates will be considered proportionately with performance indicators in identifying high schools as Focus Schools. High schools' progress in meeting their graduation rate AMOs will also be used in identifying multi-tiered interventions and supports as outlined in Sections 2C - 2F.

The following clarifications of Arkansas' proposed accountability system and safeguards are included in the Arkansas request for ESEA Flexibility.

- All schools and districts are accountable for meeting Performance AMOs *or* Growth AMOs for ***both math and literacy*** for All Students and the TAGG in order to be classified as Achieving. Additionally, high schools must meet Performance AMOs for ***both math and literacy and Graduation Rate AMOs*** for All Students and the TAGG to be classified as Achieving. This is a more rigorous expectation than what is currently employed through AYP determinations using Status Plus Growth in that Growth AMOs and annual calculations of growth outcomes for schools and districts will include all students regardless of performance level.
- ADE will use the full spectrum of student performance (Below Basic, Basic, Proficient and Advanced) within the growth calculations under DARTSS. Through the inclusion of Proficient and Advanced students in the growth calculations, schools will be incentivized to review the growth of all students within their classrooms, not just those below the Proficient cut point or 'on the bubble', to ensure that all students are achieving or maintaining an appropriate achievement trajectory. This change in the use of growth scores credits schools and districts for improving performance of students from the lowest levels of the performance continuum while also setting the expectation that students proficient and above maintain a high achievement trajectory. Current AYP determinations use only the students below proficient in crediting schools for growth, thus ignoring Proficient or

Advanced students who may be losing ground. Figures 2.6.1 through 2.6.4 illustrate the reports that teachers and administrators access from ADE reporting systems to understand the extent of students’ growth as a result of prior year instruction.

- Figure 2.6.1 illustrates the performance of all groups, including ESEA subgroups, on growth outcomes used in accountability. Note that this is a private report and includes information to inform teachers and leaders about ESEA subgroup progress even when the group does not meet the minimum N for accountability. This is important information for teachers and leaders to use to identify patterns that may suggest alignment issues within instructional curriculum and assessment. The school and grade level reports also provide teachers and leaders with information that can help them look for patterns of vertical alignment expectations that may not be rigorous enough for students to achieve continued progress toward grade level standards.

School Overall						
Subgroup	Literacy			Math		
	Total	Number Meeting Growth	Percent Meeting Growth	Total	Number Meeting Growth	Percent Meeting Growth
Combined Population	239	142	59%	239	176	74%
African American	75	38	51%	75	49	65%
Hispanic	12	6	50%	12	9	75%
Caucasian	146	94	64%	146	113	77%
Economically Disadvantaged	192	104	54%	192	136	71%
Limited English Proficient	7	5	71%	7	6	86%
Students with Disabilities	19	5	26%	19	8	42%

School By Grade Level						
Grade=Fourth						
Subgroup	Literacy			Math		
	Total	Number Meeting Growth	Percent Meeting Growth	Total	Number Meeting Growth	Percent Meeting Growth
Combined Population	42	22	52%	42	30	71%
African American	16	6	38%	16	12	75%
Hispanic	3	2	67%	3	3	100%
Caucasian	22	13	59%	22	14	64%
Economically Disadvantaged	36	17	47%	36	26	72%
Limited English Proficient	3	2	67%	3	3	100%
Students with Disabilities	7	2	29%	7	4	57%

Figure 2.6.1. School and grade level summary of growth outcomes for All Students and ESEA Subgroups for school and/or district needs analysis.

Figures 2.6.2 through 2.6.4 include examples of individual student growth reports to illustrate the information teachers, parents and students have to understand students’ progress (purple line) relative to the expectations for grade level proficiency (blue line) and their expected Growth Trajectory (Figure 2.6.4) or Proficiency Threshold (Figures 2.6.2 and 2.6.3) as illustrated by the green line in each chart.

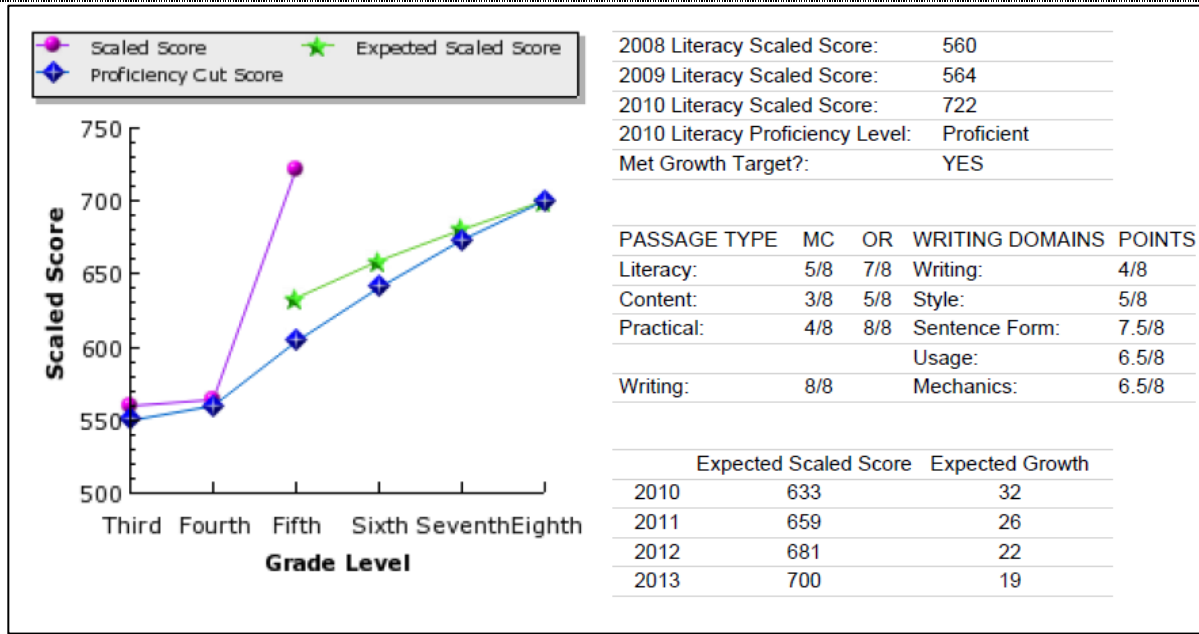


Figure 2.6.3. Individual student growth report illustrating a proficient student that was losing ground in Grade 4 and made up that loss in Grade 5.

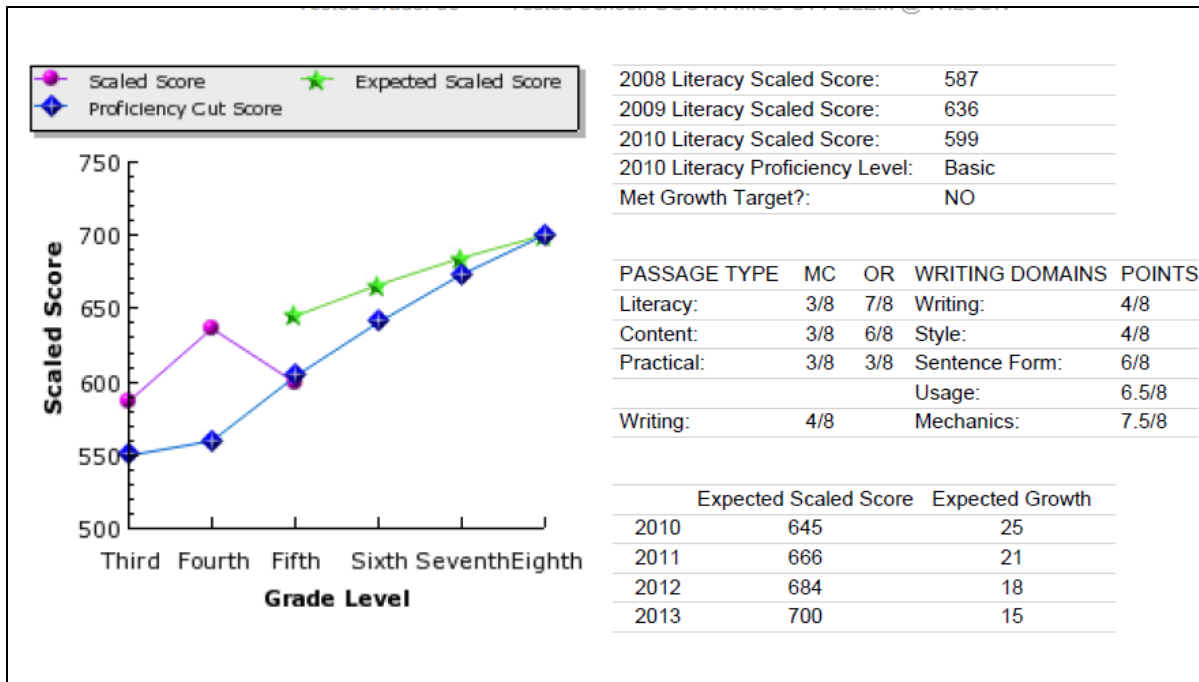


Figure 2.6.4. Individual student growth report illustrating a high performing student that maintained high performance in Grade 4 and has lost significant ground in Grade 5 and is no longer Proficient.

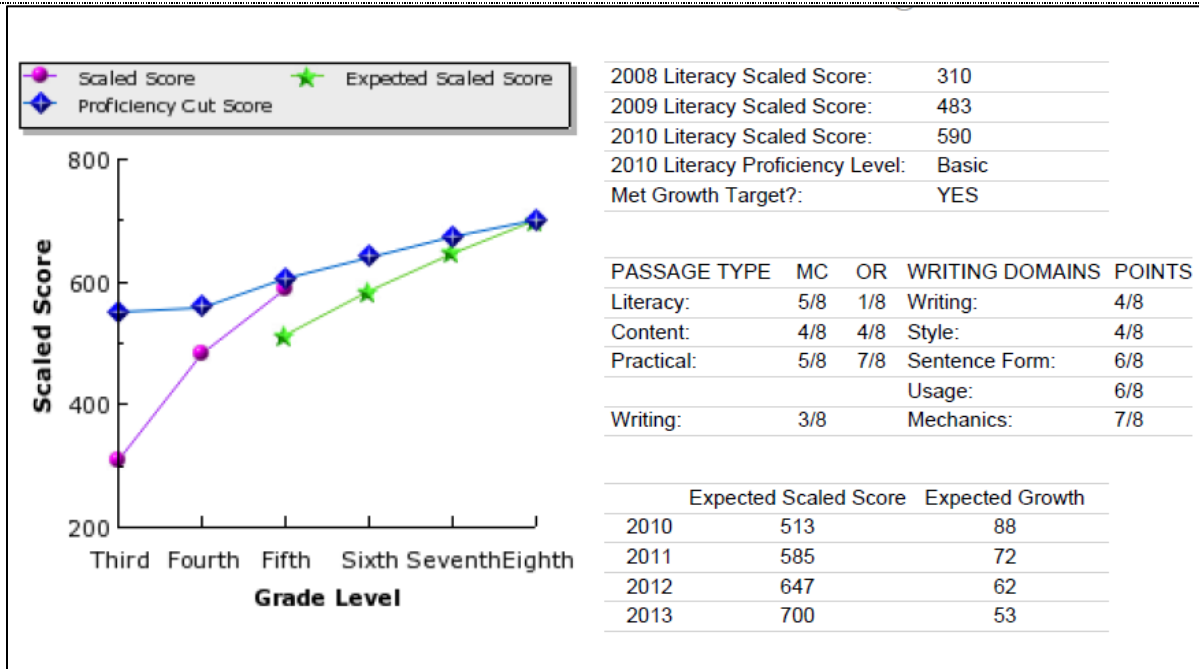


Figure 2.6.5. Individual student growth report illustrating a Below Basic student who has met their annual growth increment to maintain a path toward grade level proficiency through Grade 5.

- ADE recognizes that a small percentage of high performing schools may be labeled Achieving Schools when the schools meet the math and literacy performance AMOs for reducing the Proficiency Gap by 2017 for All Students and the TAGG, or when the schools meet the math and literacy Growth AMOs for reducing the Growth Gap by 2017 for All Students and the TAGG due to the high correlation between growth to standard and performance (0.86 and 0.73 for literacy and math, respectively). This may result in a small percentage of schools that are labeled Achieving for math and literacy performance, but have lower growth in one or both of these subjects. Six percent of schools with 75% or more students Proficient/Advanced have less than 75% of students meeting Growth in literacy. For math, due to differences in variance of the math score distribution, 41% of schools have 75% of students Proficient/Advanced and less than 75% meeting growth for math. To provide safeguards in the event a school meets for Performance but doesn't meet for Growth, ADE proposes further differentiating required interventions and continuous improvement planning among Achieving schools that meet both math and literacy AMOs through either Performance or Growth, but do not meet for both Performance and Growth.
  - Schools that meet AMOS for both subjects and for Performance and Growth will enter a three-year cycle for continuous improvement planning. Specifically, these schools will engage in a substantive revision of their ACSIP every three years as long as they maintain the conditions of meeting both Performance and Growth AMOs for All Students and the TAGG for both subjects. This provides an incentive to Achieving Schools meeting Performance or Growth to work toward meeting both sets of indicators. All schools, including the Achieving Schools on this three-year



- cycle, must address the needs of all ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance, growth and/or graduation rate (for high schools) by addressing these needs with specific interventions in their ACSIP that align strategies, human capital and financial resources necessary to support the interventions.
- Schools that meet AMOs for both subjects for Performance for All Students and the TAGG, yet fail to meet AMOs for Growth for All Students, the TAGG or any ESEA subgroups will be required to continue an annual ACSIP cycle and to demonstrate through their ACSIP further data-driven analysis of the growth concerns identified for any group (All Students, TAGG, and/or ESEA subgroups) not meeting Growth AMOs that is comprised of 25 or more students. Further, these schools will have to demonstrate through their ACSIP that human resources and funding are targeted to support these interventions and sufficient to enable successful implementation of the interventions. To reiterate, all schools, including the Achieving Schools on an annual ACSIP cycle, must address the needs of all ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance, growth and/or graduation rate (for high schools) by addressing these needs with specific interventions in their ACSIP that align strategies, human capital and financial resources necessary to support the interventions.
  - For high schools, the accountability for meeting Graduation Rate AMOs for All Students and the TAGG is required in addition to meeting Performance AMOs for math and literacy. Further, differentiation of consequences will occur within the Achieving and Needs Improvement schools in that schools failing to meet Graduation Rate AMOs for any ESEA subgroup with N greater than or equal to 25 will be required to engage in deeper analysis of the ESEA subgroup data, plan appropriate interventions for inclusion in ACSIP, and support these interventions with aligned human and financial resources sufficient to ensure successful implementation. To reiterate, all schools, including Achieving High Schools on a three-year or annual ACSIP cycle, must address the needs of all ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance and graduation rate by addressing these needs with specific interventions in their ACSIP that align strategies, human capital and financial resources necessary to support the interventions.
  - Districts will continue to submit ACSIP annually when any schools within the district are required to submit annual school ACSIP, regardless of whether the district is classified as Achieving or Needs Improvement. The district ACSIP must address aligned support and/or interventions as appropriate for all schools, including Achieving Schools on a three-year or annual ACSIP cycle, for ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance, growth and/or graduation rate and must ensure sufficient human capital and financial resources to support the successful implementation of interventions.
  - The incentives for districts to meet AMOs and receive an Achieving status are embedded within the incentives for schools and the level of autonomy a district is granted based on school status.

This addresses several USDE considerations. Through DARTSS, Achieving Schools will have further differentiated consequences: those who meet AMOs for Performance *and* Growth enter into a three-year cycle for continuous improvement planning with the caveat that the three-year cycle is discontinued any year the school does not meet AMOs for Performance *and* Growth. Further, if these schools have any ESEA subgroups with 25 or more students that do not meet their AMOs, the ACSIP must include interventions for these subgroups to be implemented and monitored over the three-year cycle. Achieving Schools that do not meet for both subjects for Performance *and* Growth must continue an annual ACSIP cycle that attends to the needs identified through deeper analysis of All Students, TAGG and ESEA Subgroup performance and growth. Their ACSIP plans must align strategies, human capital and financial resources necessary to support the interventions for the TAGG, All Students and/or any ESEA subgroup that meets the minimum N of 25 but does not meet the AMO.

To clarify, schools will be considered Achieving Schools on a three-year ACSIP cycle when the schools

- meet AMOs for both math and literacy for Performance and Growth, and
- for high schools, meet AMOs for both math and literacy for Performance and meet AMOs for Graduation Rate.

Schools will be considered Achieving Schools on an annual ACSIP cycle when the schools

- meet AMOs for both math and literacy for Performance or Growth, and
- for high schools, meet AMOs for both math and literacy for Performance and meet AMOs for Graduation Rate.

Needs Improvement Schools are differentiated through public reporting of their label as Needs Improvement, Needs Improvement Focus School or Needs Improvement Priority School. In addition, Needs Improvement Schools that are not classified as Focus or Priority are differentiated within this classification by their identified areas of needed improvement and subsequent differentiated consequences. For example, a high school may be Needs Improvement if the school meets the Performance and/or Growth AMOs for literacy for All Students and the TAGG, but Graduation Rate AMOs are not met for both All Students and the TAGG. In this example, the school would be Needs Improvement for their Graduation Rate deficiency, and would be required to address the Graduation Rate concerns for any group, including ESEA subgroups that meet the minimum N of 25, that did not meet the AMOs for Graduation Rate within their annual ACSIP. ADE proposes to report, as indicated in Figure 2.6, and later in Figure 2.14, the specific areas where a school or district fails to meet AMOs to increase the transparency for educators and stakeholders.

As illustrated in Figure 2.6, and later in Figure 2.14, ADE will report the progress of All Students, the TAGG, *and* all ESEA subgroups with 10 or more students as compared to their AMOs. Schools will be required to address the needs of the All Students group, the TAGG, and any ESEA subgroup with 25 or more students that fail to meet their expected AMOs through ACSIP. Schools in Needs Improvement will engage in deeper analysis of areas identified through DARTSS as failing to meet AMOs, and will identify evidence-based practices or interventions to serve the needs identified in analysis. The school and district ACSIP will need to demonstrate alignment between the needs identified through data, the interventions and practices proposed, and the human and financial

resources allocated to support these efforts sufficient for their success in order to be approved by ADE. Further, ADE will review all annual and three-year ACSIP plans for approval to ensure required elements and alignment of interventions, strategies, human and financial resources to the needs identified through annual accountability AMOs and deeper analysis.

Arkansas requires districts to report school and student progress and performance annually (Arkansas Ann. Code § 6.15.1806) Districts are required to inform parents of student progress and performance on Arkansas's CRTs and on Norm Reference Tests (NRT). Districts must provide School Performance Reports to the local newspaper annually. The ADE publishes annual School, District and State Performance Reports on the department website at [http://arkansased.org/testing/performance\\_report.html](http://arkansased.org/testing/performance_report.html). Additionally, districts are required to publish schools' ACSIP on districts' websites in order to ensure transparency of the school improvement process. Through web-based reporting, stakeholders may access critical school performance indicators and schools' approved ACSIP designed to address schools' identified needs.

Another safeguard for students not meeting annual grade level expectations is the state required Academic Improvement Plan and Intensive Reading Intervention requirements. Arkansas Code § 6.15.1803(a)(2) requires any student not meeting proficiency standards in the previous spring to participate in remediation and/or intervention activities outlined in an individual Academic Improvement Plan (AIP) or Intensive Reading Intervention (IRI) for primary students scoring Below Basic in reading. Schools must notify the parent(s) of this requirement and inform the parent(s) of his/her role and responsibilities and the consequences for the student's failure to participate in the plan. Retention is the consequence outlined in the law for students who do not participate in the AIP or IRI. The requirement of an AIP or IRI (in the case of primary reading deficiency) for students not Proficient in math, literacy or science, provides an additional safeguard for all students, particularly students who are members of ESEA subgroups that may not meet the minimum N for accountability for the group at the school level. Accountability for students' participation in remediation and/or intervention to attain grade level proficiency ensures that students needs are addressed regardless of ESEA subgroup size.

### **Multi-tiered Support System: Incentives, Interventions and Supports**

The proposed DARTSS will result in determinations for all schools and districts as Achieving or Needs Improvement, and in particular Exemplary, Focus and Priority Schools. Accountability determinations will result in all schools receiving a classification of Achieving or Needs Improvement based on meeting their AMOs as described in Section 2.A. Within the broader accountability framework, Exemplary Schools, Needs Improvement Focus Schools and Needs Improvement Priority Schools will be identified to differentiate further among degrees of school performance. Within Achieving and Needs Improvement categories ADE proposes to differentiate recognition and consequences based on the degree of excellence or needs as determined by schools' and districts' Performance, Growth and Graduation Rates. This flexibility request includes a careful plan for providing a congruent differentiated system of reward/recognition, incentives, interventions, and supports.

ADE recognizes that plans for accountability and support must be cognizant of what is workable and manageable given the capacity and resources of the agency. Currently, the Statewide System of Support is spread too thinly to have the intended impacts. For this plan to have the intended

impacts for schools and districts, ADE must target resources where they are most needed and resist the temptation to spread available resources too thinly. ADE will recognize exemplary performance and progress and use increased transparency to proclaim the degree of achievement concerns and/or gaps where they exist rather than using the obscure and confusing labels to communicate school or district needs. DARTSS provides a blueprint to accomplish this by aligning recognition, supports, engagement and interventions based on the degree of needs revealed through accountability measures. ADE will constantly monitor the effectiveness of DARTSS, making mid-course corrections where necessary to jump-start stalled improvement efforts or misaligned improvement efforts.

DARTSS accountability levels, supports, engagement and interventions are summarized as follows.

- Exemplary Schools:
  - Recognition and/or reward;
  - Very low engagement by ADE SSOS except to support/coordinate Model School activities;
  - 3-year ACSIP cycle with ADE review and approval of plan;
  - High district autonomy.
- Achieving Schools Meeting Performance AMOs *and* Growth AMOs (and Graduation Rate AMOs for high schools):
  - Very low ADE SSOS engagement;
  - 3-year ACSIP cycle with ADE review and approval of plan;
  - High district autonomy
- Achieving Schools Meeting Performance AMOs *or* Growth AMOs (and Graduation Rate AMOs for high schools):
  - Very low ADE SSOS engagement;
  - 1-year ACSIP cycle with ADE review and approval of plan;
  - High district autonomy;
- Needs Improvement Schools:
  - Low to moderate ADE SSOS engagement differentiated based on degree of identified needs;
  - 1-year ACSIP cycle with ADE review and approval of plan;
  - Low to high engagement of regional support center staff and resources for local, customized support;
  - Moderate district autonomy with the degree of ADE engagement differentiated based on progress of Needs Improvement Schools or persistence of gaps and other areas of need.
    - Schools that demonstrate a lack of progress in performance, graduation rate, or closing the achievement gaps after interventions will be subject to increasing state direction of interventions and funding allocations.
- Needs Improvement Focus Schools:
  - High SSOS engagement;
    - ADE School Improvement Specialist (SIS) approval of Targeted Improvement Plan (TIP) and resource/funds allocation,
  - 1-year ACSIP (with ADE review and approval) with TIP interventions and quarterly measurable objectives embedded;
    - Schools must demonstrate alignment of federal and National School Lunch

- Act (NSLA) fund allocations sufficient to support implementation of interventions;
- High engagement of regional support center staff and resources;
- Low district autonomy;
  - ADE approves interventions,
  - District and school leadership teams required,
  - District assigns locally-hired site-based SIS or optionally an external provider to monitor,
  - External provider required if lack of progress after 1 year,
  - Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information as described in Principle 3.
- Needs Improvement Priority Schools:
  - Very high SSOS engagement;
    - ADE assigns SIS to approve interventions & resource allocations,
    - ADE SIS monitors implementation;
    - 1-year ACSIP (with ADE review and approval) with PIP interventions and quarterly measurable objectives embedded;
    - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;
  - Low district autonomy;
    - External provider required to build capacity and support implementation, or optionally a CMO or EMO,
    - District and school leadership teams required,
    - PIP interventions must address all seven turnaround principles including district replacing school leader and addressing teacher effectiveness needs,
      - ADE may require leader replacement if lack of progress in the first year (SIG requirement),
      - Local evaluation process and progress on PIP may be used to ensure teacher effectiveness in Priority Schools.
      - Priority schools' staff and leaders will participate in TESS training prior to the 2013-2014 school year, and pilot TESS during the 2013-2014 school year;
    - Lack of progress on interim benchmarks results in state direction of interventions as well as federal and NSLA funds,
    - Continued lack of progress on interim benchmarks and/or annual AMOs may result in district academic distress.

Differentiated consequences for districts are embedded in the consequences for Achieving, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority Schools as indicated by the differentiated levels of district autonomy related to school designations. Districts with Exemplary Schools and Achieving Schools that meet Performance AMOs and Growth AMOs (and Graduation Rate AMOs for high schools) will have the most autonomy. At the other end of the accountability spectrum, districts with Needs Improvement Focus and/or Priority Schools have the least autonomy. Thus, districts will be incentivized to support their lowest performing schools in their improvement efforts to achieve the greatest autonomy.

Re-conceptualizing Arkansas’s Statewide System of Support (SSOS) is a fundamental factor in the development of this multi-tiered system of support. The ensuing plans for identifying, supporting and/or intervening in schools based on accountability determinations require the ADE adopt a careful balance of flexibility as incentive to build capacity for locally-based, data-informed decisions with a revised role as an initial collaborator to support local decisions and oversight as necessary when local efforts do not achieve attended implementation and results.

The ADE approach to providing a multi-tiered support system is to assist schools and districts to make informed decisions regarding continuous improvement from the “bottom-up as much as possible and top down as much as necessary,” as delineated above. ADE has supported school and district level development of continuous improvement plans through ACSIP which included an annual review and approval of the plan. *ADE will continue to review and approve (where appropriate) all ACSIP.* However, the level of engagement by ADE in the needs assessment and planning process will vary based on schools’ and districts’ degree of need for support or intervention. This approach has several advantages. Through the proposed changes in accountability designations, ADE School Improvement Staff will be able to support and/or intervene based on the degree of need as determined by the achievement, growth and graduation rate indicators and implementation indicators in the system. Those with the greatest needs receive the most intensive interventions and support from the start. The incentive of flexibility in set asides for Title I, Part A funds that this Flexibility would bring allows district and school leadership to build their local capacity for decision-making and holds them accountable for the outcomes of those decisions where high to moderate district autonomy is appropriate. Collaborative support from ADE SISs, School Support Teams (SST) and state/regional/local content specialists will facilitate knowledge and skill building for leaders and teachers. Again, the level of intervention and support are greater for Needs Improvement Priority and Needs Improvement Focus Schools, and the levels of district autonomy are lower as is appropriate for districts with these schools. Oversight for implementation of interventions is designed to be responsive to the level of intervention need and the level of local response. Needs Improvement Priority and Focus Schools begin with greater oversight and involvement of ADE SIS compared to all other schools. Districts and schools begin with more flexibility for local control of resources and decisions. Progress in turning around student performance, improving instructional effectiveness and closing achievement gaps determines whether flexibility for decisions and use of Title I, Part A funds remains in the hands of local leadership or must shift to increasing ADE oversight, or advance to state direction and/or District Academic Distress Status and state sanctions.

ADE utilizes a regional approach to customize support available to schools and districts that allows districts to pool some of their resources within Regional Education Cooperatives (REC) to meet professional development and other systemic needs. In collaboration with partner organizations such as regional STEM centers and Education Renewal Zones, among other partners, RECs support schools and districts in self-assessment and planning, developing effective leadership and instructional practices; and provide training, modeling, and facilitation of the use of ADE resources and tools to support improvements. Districts have a strong incentive to participate in REC activities because they add value and needed capacity, provide customized professional development and other supports; and serve as an avenue for networking, particularly in Arkansas’s rural communities. This collaborate relationship between districts and the RECs builds trust and a climate of support. Superintendents participate in governance of RECs as members that constitute their boards of directors.

Each REC is led by a director who is a proven educational leader based on his or her prior record of accomplishment. These directors bring a deep understanding of the local, civic, cultural, economic, and educational context and the ability to meaningfully engage local stakeholder groups in their work. The directors are supported by teacher center coordinators who interact with the instructional corps within the region to analyze needs and provide resources and support. RECs employ a variety of specialists to support local districts in technology, data use, core instructional areas, EL programs and SWD programs.

Needs Improvement Focus and Needs Improvement Priority School Interventions begin with ADE SIS and/or external provider facilitated deep diagnostic analysis of systems that support student instruction and family/community engagement. District and school leadership teams are created to develop local structures that will support systemic changes and continuous improvement. Needs Improvement Priority Schools have more systemic needs and their planning and oversight processes reflect this difference in degree. Needs Improvement Focus Schools vary in their intensity and needs and the planning and oversight processes reflect this as well. The re-conceptualized SSOS and the redefined roles of ADE's School Improvement Staff will enhance the ADE's capacity to meet the support and monitoring needs of all schools. The following general timeline would guide the transition to the aforementioned system if this flexibility request is granted.

### **Implementation Timeline**

#### **February 2012**

- Exemplary, Priority and Focus Schools preliminarily identified using 2011 CRT results and other indicators as outlined in Sections 2.C.-2.E.
- Preliminary individualized school, district and state AMOs calculated for All Students, TAGG, and ESEA subgroups using 2011 CRT results.

#### **Spring/Summer 2012 (Given Flexibility Request is granted)**

- Exemplary, Priority and Focus Schools determined using 2011 CRT results and other indicators as approved by USDE in the Flexibility request process.
  - Priority and Focus Schools announced. School and district leadership meet with Commissioner and ADE Learning Services and Accountability Divisions' staff to initiate Priority and Focused Improvement Processes.
  - Exemplary Schools announced and recognized. Exemplary Schools' district and building leaders meet with Commissioner and ADE Learning Services and Accountability Divisions' staff to initiate model school activities. Exemplary Schools will be recognized through a variety of public media and will serve as model schools for leader and teacher development to build capacity for improving achievement in similar schools from across Arkansas.
- Individualized School AMOs are published for All Students, TAGG, and ESEA subgroups using 2011 CRT results.
- Division of Learning Services and Accountability undergo restructuring to ensure alignment of personnel and resources to support planned interventions and support for Priority and Focus Schools, as well as all other schools.
- Communications plan operationalized to inform stakeholders of changes in accountability system and integration with CCSS, PARCC and TESS implementation.

- 2012 CRT results used to calculate 2012 Accountability Reports for schools, districts and state.

### School Year 2012-2013

- Exemplary Schools recognized and model school activities initiated as per timeline provided in Section 2.C.
- Priority and Focus School intervention activities initiated as per timeline provided in Section 2.D.
- Accountability determinations for all schools and their districts released, supports and interventions for all schools initiated.
  - Accountability Status Determination
    - Meet proficiency gap AMOs (prior year or 3 year proficiency rate)—All Students and TAGG, or
    - Meet growth gap AMOs—All Students and TAGG (will include high schools once PARCC assessments are fully implemented)
    - High Schools meet proficiency gap AMOs *and* graduation rate gap AMOs—All Students and TAGG.
    - Apply Minimum N of 25.
  - Concomitant and transparent reporting of ESEA subgroups' progress provides an early warning system regarding students within the TAGG that may be contributing to schools' overall achievement gap.
    - Report progress toward meeting proficiency gap AMOs (prior year or 3 year proficiency rate)—All Students, TAGG, and ESEA subgroups.
    - Report progress toward meeting growth AMOs— All Students, TAGG, and ESEA subgroups.
    - Report high schools' progress toward meeting graduation rate AMOs—All Students, TAGG and ESEA subgroups.
- Apply confidentiality N of 10 for reporting purposes.
- School-based review of All Students, TAGG and ESEA subgroup indicators is augmented at the school level by the use of deeper diagnostic data collected locally to inform the micro-level view of strengths and obstacles to closing achievement gaps.
- Schools' revise their ACSIP to replicate successes where applicable, and to address identified obstacles and concerns where needed.
- The ACSIP (continuous improvement plan) is submitted for ADE approval.
  - Every three years for Exemplary and Achieving schools that maintain an Achieving status during that period.
  - Annually for schools designated as Needs Improvement.
    - Districts are the primary vehicle to support and intervene for school improvement efforts for schools that are not identified as Focus or Priority Schools.
    - Districts have primary responsibility for schools not identified as Focus or Priority Schools with oversight by ADE.
    - The ADE will provide coordinated web-based resources to support districts' efforts and will analyze regional impact and implementation data to coordinate district resources through regional educational cooperatives, Education Renewal Zones and regional math and science centers.
    - District monitors interim and annual progress.



- ADE monitors and holds districts accountable for annual progress of Needs Improvement schools that are not Priority or Focus Schools.
  - Systemic intervention and support for Priority Schools (Section 2.D.).
  - Focused intervention and support for Focus Schools (Section 2.E.).

NCLB and concurrent initiatives to support NCLB, such as state longitudinal data systems, provide the requisite infrastructure to support a data-informed culture at all levels of Arkansas’s educational system (P-20+). The Arkansas Department of Education (ADE) recognizes the importance of modeling and supporting continuous improvement processes, thus Arkansas has continuously studied the impact of its accountability system on the desired outcomes, and participated in federal Pilot Growth and Differentiated Accountability models in its efforts to refine the state’s ability to impact all students. These pilot initiatives have provided valuable information as Arkansas seeks to refine further its accountability system through this flexibility request. The proposed elements in this request are founded in lessons learned through the iterative process of using multiple measures and feedback to inform policy and practice decisions.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

**Option A**

- The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

**Option B**

- If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:
- a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
  - b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

**Assessments included in DARTSS**

The timeline provided in Figure 2.1 indicates the transition of Arkansas’s assessment system and the use of student achievement scores in accountability proposed under this request. Arkansas’s

Comprehensive Testing, Assessment and Accountability Program (ACTAAP) includes criterion-referenced tests (CRTs) for all students in math and literacy at Grades 3 through 8 and Grades 5 and 7 for science. At the high school level, Arkansas requires all students to complete End of Course Exams in Algebra, Geometry and Biology, as well as a Grade 11 Literacy Exam. SWD and ELs participate in these required assessments with or without accommodations as specified in their Individual Education Plans (IEP) or English Language Acquisition Plans (ELPA). Students with the most significant cognitive disabilities participate in the required assessments by completing an alternate portfolio assessment approved by USDE for use in NCLB accountability. Arkansas' approved Adequate Yearly Progress Workbook specifies the use of math and literacy exams in Adequate Yearly Progress (AYP) determinations for identifying schools' and districts' School Improvement status. Arkansas will transition to full implementation of PARCC assessments for reading/language arts and mathematics by 2014–2015 as indicated in the timeline. Additional subject area exams will be considered for inclusion in accountability determinations as the PARCC assessments evolve and additional subject areas become available.

## 2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p><b>Option A</b></p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><b>Option C</b></p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide</p>
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		<p>proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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### Method for Calculating Proficiency and Growth AMOs

Assessment results from the 2011 Augmented Benchmark Exams for Grades 3 through 8 math and literacy, Grade 11 Literacy Exam and End of Course Exams for Algebra and Geometry were used to calculate AMOs for schools. AMOs were calculated for the following groups for all schools:

- All Students (Combined Population)
- Targeted Achievement Gap Group (TAGG)
- African American Students
- Hispanic Students
- White Students
- Economically Disadvantaged Students
- English Learners (EL)
- Students with Disabilities (SWD)

AMOs were calculated for TAGG and all ESEA subgroups to model the impact of using the TAGG to identify schools for accountability purposes including identification of Focus Schools. The proposed TAGG includes 66.7 percent of Arkansas students based on students’ membership in the following historically underperforming subgroups and/or at risk subgroups: economically disadvantaged, ELs and SWD. Using these criteria, 98 percent of schools have a TAGG that meets the minimum N of 25 for the school. In approximately one tenth of schools, the TAGG is inclusive of all students in the school due to the high poverty rates in these schools.

### Proficiency AMOs

Baseline performance for determining AMOs using Option C was calculated as follows. The percentages of students not meeting the proficient cut score in math and literacy in 2011 were calculated at the school, district and state level for All Students, TAGG and ESEA subgroups. Math and literacy AMOs were calculated separately. The percentage of students *Not Proficient* represents the *Proficiency Gap* for each group within the school, district and the state. Under Option C, ADE has chosen to reduce the *Proficiency Gap* by half by 2017. Table 2.5 provides an example of the calculations within a school for All Students and the TAGG. ESEA subgroups were also calculated for all schools, districts and the state using the same procedure.

Table 2.5.

## Sample Proficiency Gap and Annual Measurable Objective Calculations

All Students' Proficiency AMOs	TAGG's Proficiency AMOs
76% Proficient = 24% Proficiency Gap	52% Proficient = 48% Proficiency Gap
12% = Proficiency Gap (24) ÷ 2	24% = Proficiency Gap(48) ÷ 2
2 Percentage Points = Annual Increase (12% ÷ 6)	4 Percentage Points = Annual Increase (24% ÷ 6)
2012 AMO = 76 + 2 = 78% Proficient	2012 AMO = 52 + 4 = 56% Proficient
2013 AMO = 78 + 2 = 80% Proficient	2013 AMO = 56 + 4 = 60% Proficient
2014 AMO = 80 + 2 = 82% Proficient	2014 AMO = 60 + 4 = 64% Proficient
2015 AMO = 82 + 2 = 84% Proficient	2015 AMO = 64 + 4 = 68% Proficient
2016 AMO = 84 + 2 = 86% Proficient	2016 AMO = 68 + 4 = 72% Proficient
2017 AMO = 86 + 2 = 88% Proficient	2017 AMO = 72 + 4 = 76% Proficient

**Growth AMOs**

The percentages of students not meeting the growth in math and literacy for Grades 3 through 8 in 2011 were calculated at the school, district and state levels for All Students, TAGG and ESEA subgroups. Math and literacy AMOs were calculated separately. The percentage of students *Not Meeting Growth* represents the *Growth Gap* for each group within the school, district and the state. Under Option C, the *Growth Gap* must be reduced by half by 2017. Table 2.6 provides an example of the calculations within a school for All Students and the TAGG. ESEA subgroups were also calculated for all schools, districts and the state using the same procedure.

Table 2.6.

## Sample Growth Gap and Annual Measurable Objective Calculations

All Students' Growth AMOs	TAGG's Growth AMOs
88% Met Growth = 12% Growth Gap	52% Met Growth = 48% Growth Gap
6% = Growth Gap (12) ÷ 2	24% = Growth Gap (48) ÷ 2
1 Percentage Point = Annual Increase (6% ÷ 6)	4 Percentage Points = Annual Increase (24% ÷ 6)
2012 AMO = 88 + 1 = 89% Meeting Growth	2012 AMO = 52 + 4 = 56% Meeting Growth
2013 AMO = 89 + 1 = 90% Meeting Growth	2013 AMO = 56 + 4 = 60% Meeting Growth
2014 AMO = 90 + 1 = 91% Meeting Growth	2014 AMO = 60 + 4 = 64% Meeting Growth
2015 AMO = 91 + 1 = 92% Meeting Growth	2015 AMO = 64 + 4 = 68% Meeting Growth
2016 AMO = 92 + 1 = 93% Meeting Growth	2016 AMO = 68 + 4 = 72% Meeting Growth
2017 AMO = 93 + 1 = 94% Meeting Growth	2017 AMO = 72 + 4 = 76% Meeting Growth

**Graduation Rate AMOs**

Baseline graduation rates for 2010 were used to determine AMOs using Option C. The 4-year adjusted cohort graduation rate represents the percentage of students graduating out of the students expected to graduate. The percentages of students not graduating in 2010 were calculated at the school, district and the state levels for All Students, TAGG and ESEA subgroups. The percentage of students *Not Graduating* represents the *Graduation Gap* for each group within the school. Under Option C, the *Graduation Gap* must be reduced by half by 2017. Table 2.7 provides an example of the calculations within a school, district and the state for All Students and the TAGG. ESEA subgroups were also calculated for all schools, districts and the state using the same procedure.

Arkansas uses a lagging graduation in accountability; therefore, graduation rate AMOs will be calculated using 2010 cohort graduation rate.

Table 2.7.

Sample Graduation Gap and Annual Measurable Objective Calculations

<b>All Students' Graduation Rate AMOs</b>	<b>TAGG's Graduation Rate AMOs</b>
76% Graduation Rate = 24% Graduation Gap	52% Graduation Rate = 48% Graduation Gap
12% = Graduation Gap (24) ÷ 2	24% = Graduation Gap(48) ÷ 2
2 Percentage Points = Annual Increase (12% ÷ 6)	4 Percentage Points = Annual Increase (24% ÷ 6)
2012 AMO = 76 + 2 = 78% Graduation Rate	2012 AMO = 52 + 4 = 56% Graduation Rate
2013 AMO = 78 + 2 = 80% Graduation Rate	2013 AMO = 56 + 4 = 60% Graduation Rate
2014 AMO = 80 + 2 = 82% Graduation Rate	2014 AMO = 60 + 4 = 64% Graduation Rate
2015 AMO = 82 + 2 = 84% Graduation Rate	2015 AMO = 64 + 4 = 68% Graduation Rate
2016 AMO = 84 + 2 = 86% Graduation Rate	2016 AMO = 68 + 4 = 72% Graduation Rate
2017 AMO = 86 + 2 = 88% Graduation Rate	2017 AMO = 72 + 4 = 76% Graduation Rate

Arkansas has elected to set individualized AMOs for each school, district and the state based on 2011 performance and growth consistent with Option C. This option ensures schools that are furthest behind must make the largest gains. This option also addresses several concerns expressed by stakeholders in the regional public meetings. Specifically, stakeholders were concerned that existing AMOs did not recognize the diversity of starting points in performance across the state. Schools and districts that had started with very low percentages of students meeting proficiency had made progress, but because they had started 20-30 points behind the initial AMOs, these schools or districts were struggling to get credit for improvement. The individualized AMOs provide ambitious and achievable goals for schools by acknowledging each schools' starting points, yet requiring each school to close the gap with 100 percent proficiency, 100 percent growth, and 100 percent graduating by the same proportion within six years.

LEAs will be required to report on district and school report cards the performance of all subgroups against established LEA AMOs. The ADE will set AMOs for the SEA and report progress. The ADE will reset AMOs upon full implementation of the PARCC assessments in 2014-2015.

Schools that change configuration within a district and new schools will be held accountable for the district level AMOs. Once the first year of testing for these schools is complete, individualized AMOs will be calculated to close the gaps within six years.

A listing of all schools and their AMOs is provided as a data file in an Excel spreadsheet.

### Baseline Performance, Growth and Graduation Rate Distributions

The distributions of schools' percentages in mathematics and literacy for proficiency (percentage of students proficient) and growth (percentage of students meeting annual growth) and graduation rate are illustrated in Figures 2.7 through 2.11.

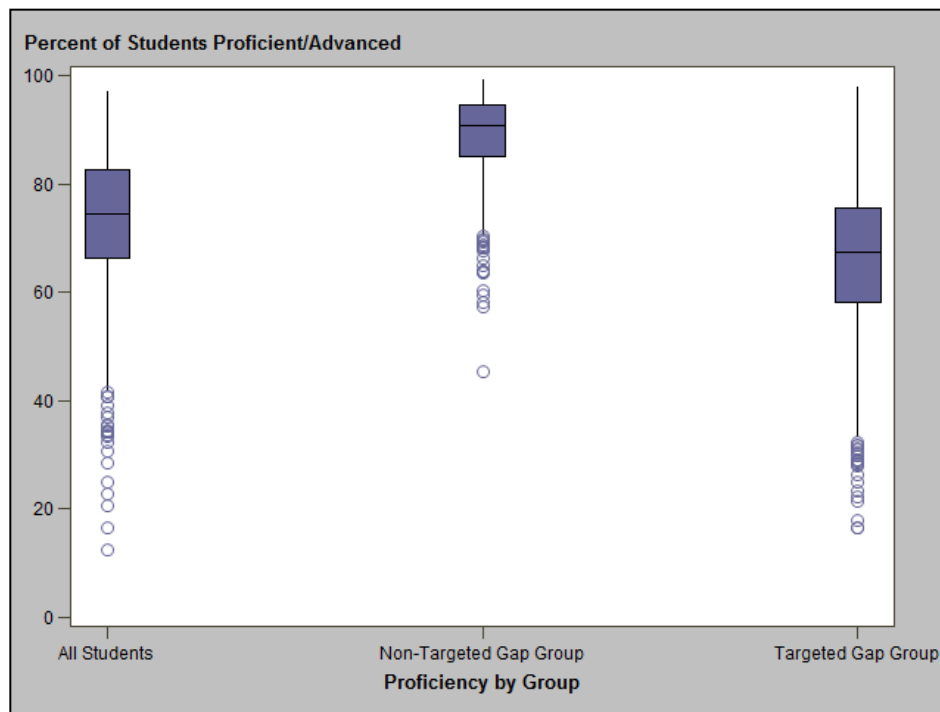


Figure 2.7. Literacy Performance for All Students and Targeted and Non-Targeted Achievement Gap Group.

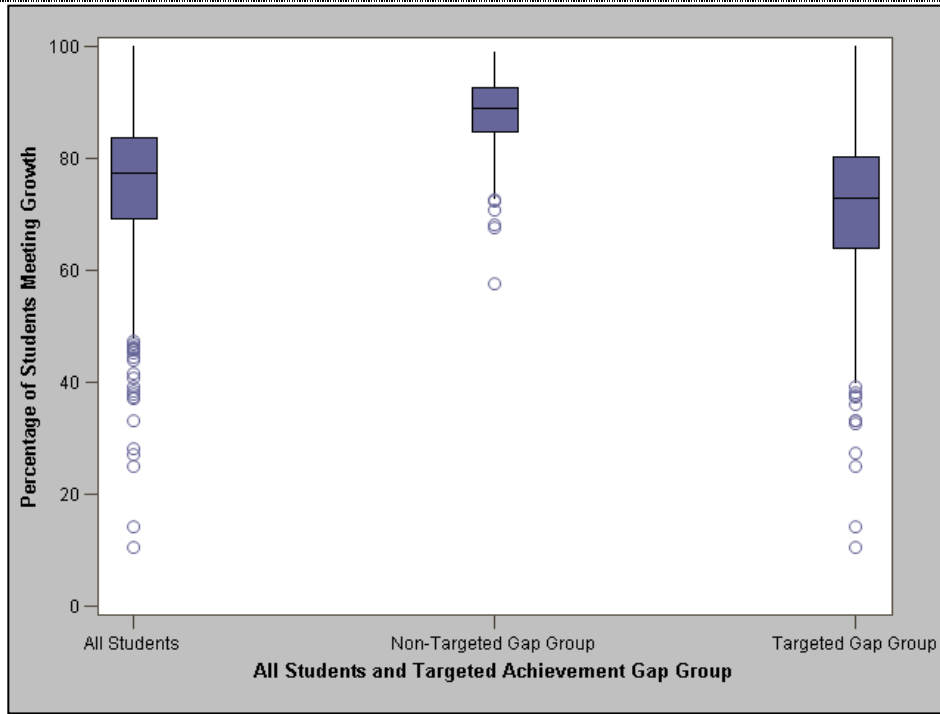


Figure 2.8. Literacy Growth for All Students and Targeted and Non-Targeted Achievement Gap Group.

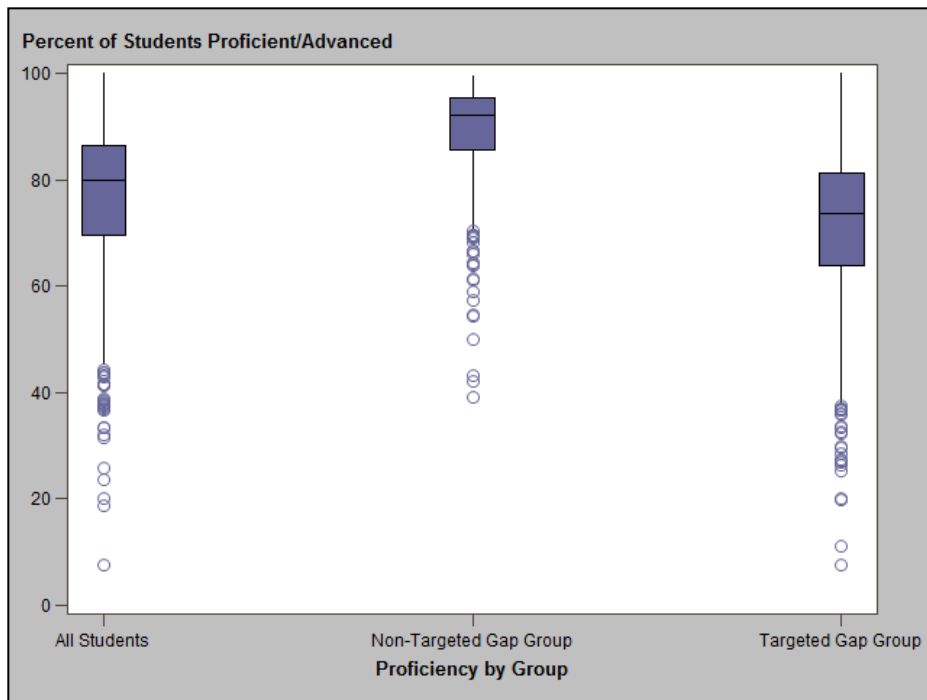


Figure 2.9. Math Performance for All Students and Targeted and Non-Targeted Achievement Gap Group.

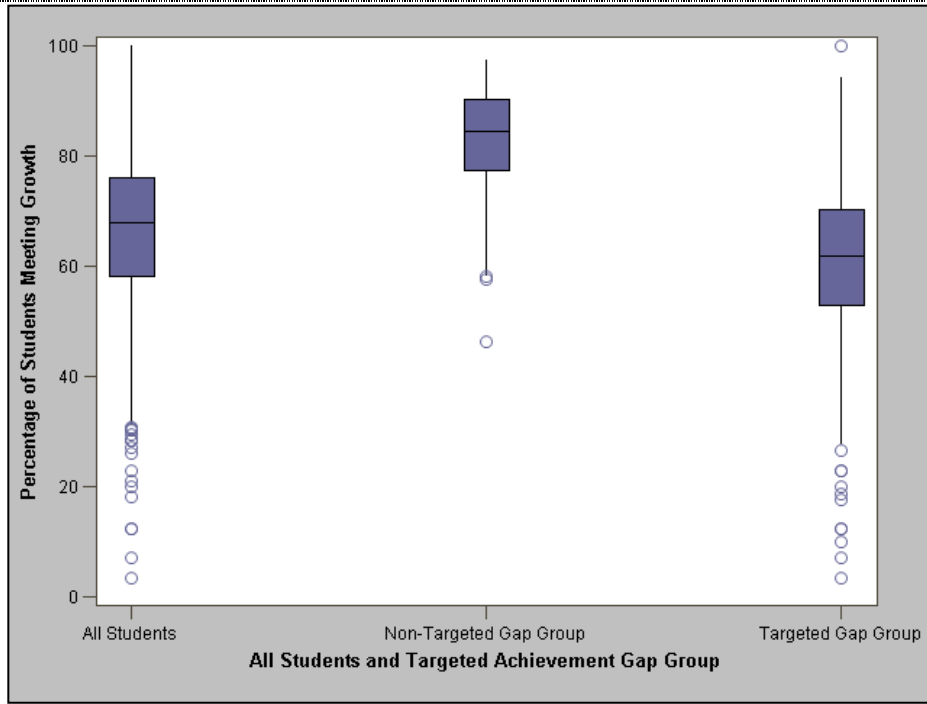


Figure 2.10. Math Growth for All Students and Targeted and Non-Targeted Achievement Gap Group.

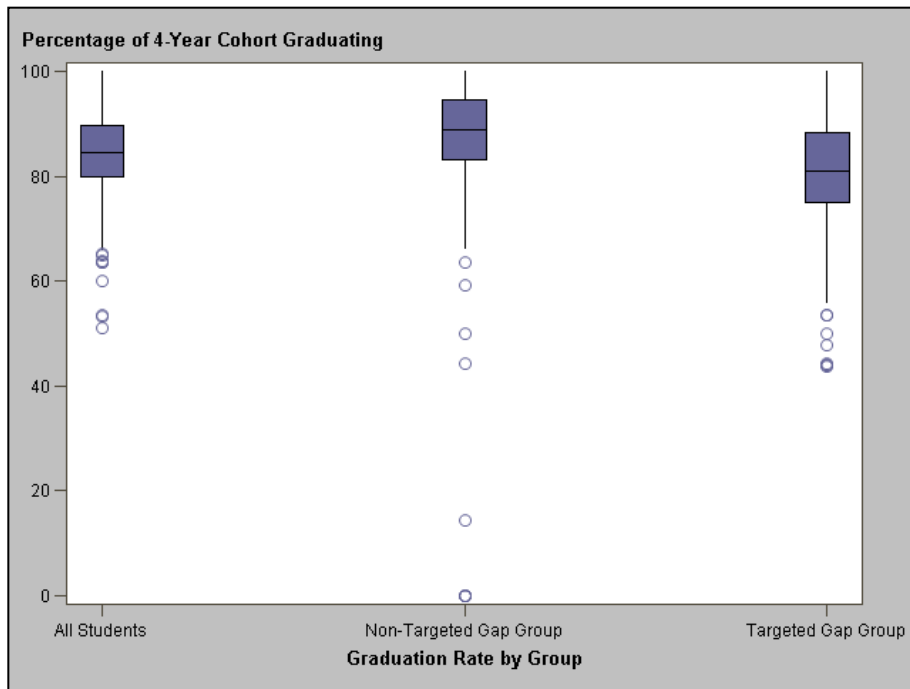


Figure 2.11. Graduation Rate for All Students and Targeted and Non-Targeted Achievement Gap Group.



A concern of stakeholders communicated through the regional meetings and follow-up draft review meetings was that of high performing schools receiving a label of Needs Improvement simply because their proficiency gap is so small in 2011 and their AMOs would place them in the range of performance that is most difficult to exceed consistently on an annual basis, strictly due to random error. For example, a school at 94.5 percent proficient in 2011 demonstrates exemplary performance, scores 94.5 percent again in 2012, but because they must increase to 95 percent the school becomes a Needs Improvement School. Stakeholders communicated concerns about the validity of a system that would penalize a school where 94.5 percent of its students meet grade level benchmarks. The use of a three-year weighted average or the most current year percentage provides some relief from being mislabeled because the three-year weighted average is more stable. However, the students included each year will vary as these calculations are based on cross-sectional data.

The ADE proposes to give schools and districts full credit for meeting a particular AMO when the Performance, Growth and/or Graduation Rate meets or exceeds 94%. This allows ADE to implement an important safeguard for schools or districts whose performance, growth and/or graduation rate are among the highest in the state. Tables 2.7.1 through 2.7.3 provide the percentile rank of the school-level distribution at which 94 percent of students are Proficient/Advanced, 94 percent of students are Meeting Growth and 94 percent of students are Graduating for All Students, TAGG and all ESEA subgroups. Ninety-four percent is at or above the 90<sup>th</sup> percentile rank of the school distribution for all groups. This safeguard ensures schools and/or districts demonstrating high-performance, high-growth and/or high graduation rates are not penalized for variations due to measurement error rather than a true decline in performance, growth or graduation rate.

- The annual school performance report is available at [http://arkansased.org/testing/performance\\_report.html](http://arkansased.org/testing/performance_report.html)
- Average statewide proficiency based on all grades in literacy and math for All Students, the TAGG and ESEA subgroups are as follows.

Table 2.7.1

*Percentile Ranks for Distribution of Schools' Proficiency for All Students, TAGG and ESEA Subgroups for Literacy and Math*

Group or Subgroup	State Percentile Rank of School-Level 94% or Higher Proficient/Advanced for Literacy	State Percentile Rank of School-Level 94% or Higher Proficient/Advanced for Math
All Students	99 <sup>th</sup>	95 <sup>th</sup>
TAGG	99 <sup>th</sup>	95 <sup>th</sup>
African American	99 <sup>th</sup>	99 <sup>th</sup>
Hispanic	99 <sup>th</sup>	95 <sup>th</sup>
White	95 <sup>th</sup>	90 <sup>th</sup>
FRLP	99 <sup>th</sup>	95 <sup>th</sup>
EL	99 <sup>th</sup>	99 <sup>th</sup>
SWD	99 <sup>th</sup>	99 <sup>th</sup>

The percentile ranks of the school-level distribution at which 94 percent Proficient or Advanced are located for All Students, the TAGG and all ESEA subgroups are provided in Table 2.7.1. Note the request for schools to be granted status as meeting their AMO when their math or literacy performance is 94 percent or higher is equivalent to being at the 99<sup>th</sup> percentile for all groups except white students (95<sup>th</sup> percentile for white students) in literacy and at the 95<sup>th</sup> to 99<sup>th</sup> percentile rank in math except for white students (90<sup>th</sup> percentile for white students).

Table 2.7.2

*Percentile Ranks for Distribution of Schools' Percent of Students Meeting Growth for All Students, TAGG and ESEA Subgroups for Literacy and Math*

Group or Subgroup	State Percentile Rank of School-Level 94% or Higher Meeting Growth for Literacy	State Percentile Rank of School-Level 94% or Higher Meeting Growth for Math
All Students	99 <sup>th</sup>	99 <sup>th</sup>
TAGG	99 <sup>th</sup>	99 <sup>th</sup>
African American	99 <sup>th</sup>	99 <sup>th</sup>
Hispanic	95 <sup>th</sup>	99 <sup>th</sup>
White	95 <sup>th</sup>	99 <sup>th</sup>
FRLP	99 <sup>th</sup>	99 <sup>th</sup>
EL	95 <sup>th</sup>	99 <sup>th</sup>
SWD	99 <sup>th</sup>	99 <sup>th</sup>

The percentile ranks of the school-level distribution at which 94 percent Meeting Growth are located for All Students, the TAGG and all ESEA subgroups are provided in Table 2.7.2. Note the request for schools to be granted status as meeting their AMO when their math or literacy growth is 94 percent or higher is equivalent to being at the 99<sup>th</sup> percentile for all groups except white students (95<sup>th</sup> percentile for white, Hispanic and ELs) in literacy and at the 95<sup>th</sup> to 99<sup>th</sup> percentile rank in math.

Table 2.7.3

*State Percentile Ranks for Graduation Rate for All Students, TAGG and ESEA Subgroups*

Group or Subgroup	State Percentile Rank of 94% or Higher Graduation Rate
All Students	90 <sup>th</sup>
TAGG	90 <sup>th</sup>
African American	99 <sup>th</sup>
Hispanic	95 <sup>th</sup>
White	90 <sup>th</sup>
FRLP	90 <sup>th</sup>
EL	99 <sup>th</sup>
SWD	99 <sup>th</sup>

The percentile ranks of school-level distribution at which 94 percent of students meeting graduation rates are located for All Students, TAGG and ESEA subgroups are at or above the 90<sup>th</sup> percentile rank of the distributions.

### School, District and State AMOs

The AMOs for proficiency and growth for mathematics and literacy based on 2011 results, and the AMOs for graduation rates based on 2010 results are available in separate electronic document.

District and State AMOs will also be available in a separate electronic document.

Table 2.7.4

Group	Literacy Percent Proficient or Advanced	Literacy N Tests Attempted	Math Percent Proficient or Advanced	Math N Tests Attempted
All Students	74.6	232,783	77.7	266,278
TAGG	65.9	147,486	70.1	167,213
Non-TAGG	89.7	85,297	90.5	99,065
African American	57.6	48,814	58.7	55,403
Hispanic	69.8	22,270	74.1	25,569
White	80.5	152,944	84.1	175,240
Economically Disadvantaged	66.8	139,967	70.6	158,993
English Learners	61.8	15,133	67.2	17,077
Students with Disabilities	31.5	25,944	44.9	27,578
<b>Subgroups not included in AYP due to size of groups across Arkansas</b>				
Native American	76.5	1,583	78.4	1,826
Asian	83.5	3,369	88.4	3,875
Pacific Islander	56.1	892	53.0	1,024
2 or More Races	79.5	2,856	81.0	3,262

o Grade level state performance is provided at

<http://normessasweb.uark.edu/schoolperformance/State/SRCy3.php>

## 2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

The ESEA Flexibility represents an opportunity to move existing disparate State and NCLB accountability systems toward a unitary approach to differentiated recognition and accountability. State law poses a challenge to this unification in that existing state accountability specifications passed through Act 35 in the Second Extraordinary Session of the General Assembly in 2003 include specific language and performance rating systems reflect 2003 State and NCLB accountability provisions (Arkansas Ann. Code § 6.15.21). The process for identification of Exemplary Schools represents ADE’s attempt to incorporate the intent of ACT 35 rating systems with flexibility that is attainable under the request. For example, the ACT 35 rating systems, the Gain Index and Status Index, recognize schools for high performance and for improvement in performance. The proposed Exemplary Schools methodology provides for recognition of schools demonstrating high performance and high progress, along with several safeguards to ensure performance and progress are not attained at the expense of other indicators such as achievement gaps and graduation rates.

The ADE is proposing the DARTSS accountability designations and associated methodologies in 2.C. through 2.E. to set the foundation for a unitary state and federal accountability system moving into the 2013 General Assembly.

Stakeholders indicated four types of performance that should be valued in Exemplary School designation. These include:

- Schools demonstrating high performance;
- Schools with high TAGG populations with high performance;
- Schools with high progress; and
- Schools with high TAGG populations with high progress.

Arkansas Annotated Code Sections 6-15-2107 (Attachment 16) specifies a School Recognition Program to provide incentives for outstanding schools identified under the state accountability performance ratings. ADE proposes to identify Exemplary Schools that satisfy the state criteria for high performance and high improvement and the ESEA Flexibility criteria for high performance and high progress. Selecting schools from the four categories valued by stakeholders ensures performance and progress are equally valued and fairly assessed given the diversity of school populations and that Exemplary Schools criteria are congruent with federal and state criteria for designation. ESEA Flexibility requires the additional criteria for schools that qualify

for consideration as Exemplary Schools. These schools must not exhibit significant achievement gaps for any ESEA subgroups, and these schools must meet 95 percent tested for Combined Population and the TAGG in order to be considered for Exemplary School designation.

Schools are considered to have high TAGG populations when two-thirds of the students tested are members of the TAGG, i.e., economically disadvantaged, ELs and/or SWD. A two-thirds majority of disadvantaged students is currently used to identify ‘Beating the Odds’ schools for annual public recognition by the Office of Education Policy at the University of Arkansas. This criterion has face validity among educators and stakeholders in Arkansas. Also, this criterion will ensure a reasonable number of Title I schools will be designated Exemplary Schools.

To determine Exemplary Schools for high performance, high progress, high-TAGG performance and high-TAGG progress three years of Arkansas CRT results were used to calculate a three-year weighted average percentage of students Proficient for math and literacy combined for 2009 through 2011. The percentage for each school was determined by dividing the sum of all full academic year students tested who scored at or above Proficient at each tested grade for each of three consecutive years by the total number of full academic year students who tested for each of the three consecutive years. Combining the grade levels and the years for each school provides stability of the scores for accountability purposes.

Schools’ progress was determined by comparing the three-year weighted average percent Proficient for 2008 through 2010 to the three-year weighted average percent Proficient for 2009 through 2011. This results in a change or progress score for each school. Schools were then classified into three groups for ranking: K-5, 6-8 and 9-12 ranges. Arkansas schools have many different grade configurations, thus schools were classified within one of the three ranges based on the predominance of tested grades within the school. For example, a K-6 school would be classified in the K-5 range because the majority of tested grades (Grades 3-5) are in the K-5 level. A school serving Grades 5 through 8 would be classified as a 6-8 range. When a school has an equal number of tested grades for each range, the school is classified in the upper range.

To determine reasonable criteria for consideration as Exemplary Schools, the descriptive statistics for the distribution of performance and progress scores were calculated. Schools were included for consideration if they were ranked in the top of their range, and their scores were at or above the 99<sup>th</sup> percentile (K-5) or the 95<sup>th</sup> percentile (6-8 and 9-12). Schools were eliminated from Exemplary designation if subgroup performance demonstrated significant achievement gaps between All Students and the TAGG, as well as All Students and the largest within-school or TAGG gap. The within-school gap is the largest gap between the highest and lowest performing groups within the school. For example, some schools have the largest achievement gap between white and African American students, whereas other schools have the largest achievement gap between white student and SWD. Distributional analysis of the magnitude of the three-year average TAGG gap and the three-year average within school gap provided appropriate criteria for quantifying a significant gap.

Schools were eliminated from Exemplary School consideration if their TAGG and/or their largest gap (TAGG or within-school gap) were greater than the gap size at the 25<sup>th</sup> percentile of the gap size distribution. In other words, Exemplary Schools must be in the bottom quartile of gap size to remain in consideration for Exemplary School designation. The same process was

completed for high progress schools.

A further check of graduation rates for high schools was completed to ensure high schools included for Exemplary School Status were at or above the median Graduation Rate of 83.78. Graduation Rate gap distribution was examined to determine an appropriate criteria for maintaining inclusion in Exemplary Status. The lower bound of the 50<sup>th</sup> percentile Graduation Rate gap was selected as the cut point for 2011. This resulted in only one high school being retained in the Exemplary Schools list for 2011. The Graduation Rate gaps for TAGG and ESEA subgroups are a new element for accountability for high schools as compared to existing AYP.

A final check of the 2011 Adequate Yearly Progress and 2011 NCLB School Improvement Status for the 2011 Exemplary Schools list was completed. All High Performance schools were also designated as Achieving under NCLB School Improvement status. High Progress schools were Achieving or Alert status indicated they met Adequate Yearly Progress or missed for only one year for one or more groups. It was anticipated that these schools may not meet the NCLB AMOs (lowest AMO was 73.41) for 2011 because they were ranked on progress, regardless of initial performance and three-year average performance ranged from 55.6 to 86.1 percent for High Progress schools with 11 to 20 percentage point gains from their initial performance. High TAGG/High Performing Schools were Achieving under 2011 NCLB School Improvement status. The four High TAGG/High Progress schools were also on the High Progress list when ranking among all the schools' progress. These schools have the same caveats mentioned above for High Progress Schools.

These additional constraints for Exemplary School eligibility were applied prior to finalizing the lists.

One consideration for future Exemplary Schools is that of Needs Improvement Priority and Needs Improvement Focus schools that make immediate and substantive process in turning around school performance and/or closing the achievement gap and find themselves at the top of the high progress rankings. This consideration has arisen through analysis of the data that indicates some schools that have engaged in intensive improvement efforts have demonstrated high progress. The question for the ADE and stakeholders is whether exiting status as Priority or Focus is sufficient, or whether it is appropriate to designate an additional category of schools for closing the gap or turning around performance.

Another consideration for future Exemplary Schools is that of ensuring performance, growth and Graduation Rates of ESEA subgroups (for ESEA subgroups that meet the minimum N of 25 within a school) are appropriate to the designation of exemplary. Starting with 2012 AMOs, schools will be eliminated from consideration in the annual Exemplary School designation for high performance or high progress (among all schools and high TAGG schools) if the All Students, TAGG, and ESEA subgroups do not meet their annual AMOs for performance, growth and Graduation Rate when the group meets the minimum N of 25. This is especially important given the individualized AMOs proposed help level the playing field for annual improvement. In the case of a school whose performance, growth or Graduation Rate AMOs exceed 94 percent, and the school achieves 94 percent for performance, growth or Graduation Rate, the school will be retained for consideration.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

Nineteen schools are eligible for Exemplary School designation. Fifteen of these schools are Title I schools.

**High Performance.** Fourteen Exemplary Schools met the criteria for designation based on high performance. Ten of these schools were Title I schools. For six of these high performing Title I schools at least 66.7 percent of all students tested were designated in the TAGG.

**High Progress.** Five Exemplary Schools met the criteria for designation based on high progress. All of these schools were Title I schools. For three of these high progress Title I schools at least 66.7 percent of all students tested were designated in the TAGG.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The ADE consulted with representative stakeholders and with the Commissioner’s Superintendent Advisory Committee regarding criteria for determining Exemplary Schools and incentives and rewards. Both groups indicated the following incentives are valued: reduction in paperwork requirements, recognition and financial flexibility and/or reward. Exemplary Schools will be exempt from annual approval of ACSIP and will submit ACSIP plans on a 3-year cycle provided these schools continue to meet accountability requirements to be designated an Achieving School (pp.62-64). The ACSIP flexibility for a 3-year cycle remains as long as the school maintains Achieving status and meets requirements for a 3-year cycle by meeting Performance AMOs *and* Growth AMOs for All Students *and* the TAGG for math *and* literacy. For high schools the 3-year ACSIP cycle requires the high school to meet all Graduation Rate AMOs for All Students and the TAGG in addition to the requirement to meet Performance AMOs for math *and* literacy. This will reduce paperwork burden for these schools and recognize that their current plans are working. The differentiated consequences among Achieving Schools are detailed in 2.A.i.a.

To distinguish among Achieving Schools that are designated as Exemplary Schools, additional rewards and recognitions will apply. Exemplary Schools will receive public recognition for their designation and serve a capacity building role in Arkansas as Model Schools that will collaborate and share best practices with other schools around the state. The Arkansas Reading First Annual Evaluation Reports indicated Arkansas educators place a high value on job-embedded learning and coaching achieved through establishing model classrooms. Exemplary Schools will serve a similar capacity across the P-20 educational system by hosting opportunities to observe and discuss exemplary practices for practicing teachers as well as pre-service teachers. Additional funds will be requested to support Exemplary Schools’ expenses related to travel to state and regional conferences to share best practices and to host school visits.

The Arkansas School Recognition Program established in 2003 and detailed in Arkansas Annotated Code Section 6-15-2107 provides for financial awards to public schools achieving designation as ‘schools exceeding standards’ or ‘schools of excellence’ for performance or improvement. The ADE is working collaboratively with the Governor’s office, legislators and

stakeholders that collaborated to develop the recognition legislation to determine how these financial rewards can be incorporated into a unitary system to award Exemplary Schools under this program.

## 2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

### Method for Identifying Priority Schools

Calculations for Priority Schools were based on performance levels from Arkansas criterion-referenced assessments in 2009, 2010 and 2011 for Grades 3 through 8, Algebra and Geometry End of Course Exams, and Grade 11 Literacy Exams. Percentages included all students completing a full academic year, as well as students completing an alternate assessment. Five percent of the 803 Title I schools identified in 2010-11 result in a minimum of 40 Title I Priority Schools, inclusive of SIG schools, and 15 non-Title I schools with commensurate low performance. Priority Schools were identified from among all schools in 2010-2011, high schools with graduation rates less than 60 percent over several years, and Tier I or Tier II schools using SIG funds for a school intervention model. Lowest performance was determined using the Added Ranks method in A-15 of the SIG FY2010 Guidance. This method was used to identify persistently low achieving schools under Section 1003(g) and has consistently identified the lowest performing schools that have not shown progress within the prior three years.

1. Schools were ranked on current performance based on 2011 academic achievement for mathematics and literacy combined using an added ranks method.
  - a. Schools were sorted from highest to lowest for the percentage of students proficient in mathematics in 2011. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
  - b. Schools were sorted from highest to lowest for the percentage of students proficient in literacy in 2011. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
  - c. An overall rank for 2011 academic achievement was obtained by summing the ranks for mathematics and literacy. Lowest performing schools in 2011 had the highest summed ranks.
2. Schools were ranked on progress by utilizing the added ranks method for 2009, 2010 and 2011 performance.
  - a. Schools were sorted from highest to lowest for percentage of students proficient in mathematics for each year. Each school was assigned a rank value based on this order for each year, with 1 representing the highest ranked performance.



- b. Schools were sorted from highest to lowest for percentage of students proficient in literacy for each year. Each school was assigned a rank based on this order for each year, with 1 representing the highest ranked performance.
  - c. Overall ranks for 2009 and 2010 were obtained by summing the ranks for mathematics and literacy.
  - d. A 3-year progress ranking was obtained by summing the 2009, 2010 and 2011 overall rank values.
3. A final combined rank score was obtained by creating a weighted sum that included overall rank for performance in 2011 and the overall 3-year progress rank. Three-year progress was weighted 1.0 and 2011 performance was weighted .80, thus giving slightly more credit to schools that may have been low performing, but demonstrated progress during the three years.
4. The schools identified as persistently lowest-achieving were the bottom 5 percent of schools when sorted by the final combined rank score. Schools participating as Tier I or Tier II schools under SIG were included in the 5 percent.
5. A four-year review of completion rates (2007–2010) did not reveal any Title I high schools or Title I-eligible high schools that demonstrated a persistently low graduation rate (less than 60 percent) over a number of years. Only one year of final four-year adjusted cohort graduation rates was available for analysis.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

SIG Schools and others with masked identity, associated rank scores, and performance data are provided in Table 2. Additional Information on priority schools is provided as a data file in an Excel spreadsheet.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Existing structures for ADE technical assistance and monitoring for schools and districts in NCLB Improvement, coupled with existing sanctions of NCLB have had a limited impact on whole school achievement in persistently low achieving schools, and limited impact on the achievement gap in other schools, despite continuous improvement of student performance in math and literacy. Arkansas’ pilot of differentiated accountability allowed the ADE to investigate the impact of focusing ADE’s response based on the level of schools’ needs and to identify obstacles to promoting changes in the effectiveness of district and school systems. The experience of working with the pilot differentiated accountability model has revealed patterns of dysfunction within schools that have not demonstrated improvement sought in student outcomes. Priority Schools have persistent, systemic improvement needs that are evidenced in academic expectations and school culture, as well as instructional, leadership and community engagement practices. Therefore, interventions must focus on identifying concerns at the educational system level and intervening within the entire system; both within the district’s organizational and support system and their Priority Schools’ organizational and instructional systems.

Schools are interdependent within their respective districts and achievement challenges are not isolated to a single campus within a district system, but may manifest to different degrees across schools in the district dependent upon many factors. Some factors are under the control of the school and others may be influenced by district level factors that are not easily mitigated within the school without district intervention and support. Therefore the ADE proposes to engage district leadership in diagnostic analysis and needs assessment in partnership with Priority School Leadership with oversight for quality and effectiveness provided by the ADE.

The ADE proposes to require Priority Schools to engage in comprehensive diagnostic analysis and needs assessment in tandem with an ADE SIS and SST from the ADE. Another concern in Priority Schools is the development of local capacity for continuous improvement. The interventions proposed for Priority Schools are designed to build local capacity for leading change by providing flexibility for decision making with greater responsibility for outcomes. The interventions are aligned with the Turnaround principles as indicated in the implementation timeline. The timeline provides an outline of the basic elements of the ADE's required Priority School Intervention. The Scholastic Audit referenced in the timeline of interventions is a comprehensive needs assessment of the educational system that has been required of all schools designated in Corrective Action under Arkansas' current AYP workbook.

Scholastic Audit is a comprehensive review of the learning environment, organizational efficiency, and academic performance of schools and districts. Audit findings are used to determine the type and level of support necessary to continuously improve student academic performance in each school and district audited. A scholastic audit team evaluates schools and districts using documents developed by the Kentucky Department of Education that are supported by research-based strategies. These documents were revised by the Arkansas Department of Education (ADE) for use by the state of Arkansas with permission for revision granted by the Kentucky Department of Education. The audit process results in recommendations unique to each school and district to improve teaching and learning. Schools and districts are advised to incorporate these recommendations into their ACSIP. In accordance with Arkansas Annotated Code §6-15-2701, Arkansas Public Schools identified as chronically underperforming (a school that does not meet adequate yearly progress under NCLB for 3 or more consecutive years) being in school improvement year three and beyond shall participate in a scholastic audit conducted by the ADE or its designees.

Under the Arkansas ESEA Flexibility proposal, Priority Schools will undergo a diagnostic analysis and needs assessment. The findings from this process will be used to develop a 3-year Priority Intervention Plan (PIP). The diagnostic analysis process will be used to identify the barriers within the LEA and its associated Priority School(s) that have prevented development of a supportive school culture for high achievement. Priority Schools will be given flexibility to use Title I funds previously set aside under ESEA Section 1116 (b) to support implementation of its PIP with approval from the ADE. Schools must commit to a minimum term of three years of collaboration with an external provider with dissolution allowed only with approval of the ADE. The level of involvement of the lead SI specialist will be deeper than in the prior differentiated accountability model, particularly in ensuring the schools are meeting their interim measurable objectives and intervening earlier to hold schools accountable for progress. Schools will be required to continue interventions under ADE SIS monitoring for three years once exited from Priority Status to ensure continuity of interventions and sustained progress.

Teacher and leader effectiveness are primary components for emphasis within the PIP. District involvement in the needs assessment and subsequent PIP development maximizes the opportunity for assessing leader effectiveness and ensuring an effective leader is in place or developed within its Priority School(s). In the event it is determined during the needs assessment that leadership must be replaced, the district will take this action prior to development of the PIP. The PIP will be developed with participation of the new leader, rather than the leader being replaced. Likewise, district involvement in the PIP is essential to assessing teacher effectiveness and supporting a culture of change in instructional practice. Specifically, school leadership must have the flexibility, as well as the support of district leadership to ensure effective teachers are encouraged to remain in a district's Priority Schools, ineffective teachers are developed into effective teachers, and teachers that do not satisfy development criteria within the timeframe specified for improvement are recommended for nonrenewal. Further, districts play a central role in ensuring that effective teachers are incentivized to remain in or transfer to Priority School(s), and ensuring transfer policies do not inadvertently incentivize the movement of ineffective teachers to Priority School(s) through inter-district transfer policies that may prioritize hiring at Priority School(s) on factors that do not account for teacher effectiveness. The waiver of set asides under ESEA Section 1116(b) will provide districts with flexibility to target funds to ensure effective teachers and leaders in Priority School(s) that may include incentives for effective teachers to transfer to or remain in Priority School(s), funds to support extensive job-embedded professional development through coaching and model classrooms.

All Priority schools will be required to align their PIP interventions with the turnaround principles using the Transformation Model.

- Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates if the needs analysis indicates the existing principal has not been effective and may not be effectively developed.
- Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.
  - a. Screen all existing staff and rehire no more than 50 percent; and
  - b. Select new staff
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
- Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.
- Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- Establish schedules and implement strategies that provide increased learning time.
- Provide appropriate social-emotional and community-oriented services and supports for students.

ADE proposes to provide greater specificity and rigor in its requirements and evaluation of external providers for Priority Schools. The ADE will focus on the extent to which providers' methodology is likely to result in systemic, sustained improvement. Requirements to be met for approval of external providers are based on the growing body of empirical evidence delineating effective elements of systemic intervention. Guidelines will adhere to the following principles.

1. External providers will demonstrate expertise in evidence-based practices to build internal leadership capacity (scaffolded supports).
2. External providers will provide evidence of effectiveness in improving school performance (student and adult learning).
3. External providers will provide evidence of effectiveness in closing achievement gaps.
4. External providers will demonstrate how they will collaborate with other partners and community on a frequent basis.
5. External providers will demonstrate how they will collaborate with districts and schools in the development of a TIP or PIP within the ACSIP framework.
6. External providers must provide evidence of a proven track record—credible/valid results in other systems.
7. External providers will be required to use a systemic approach at the school, district, board, community and state level that is likely to build capacity at the local level when the external provider completes its partnership with the district. The external provider's systemic shall:
  - a. Be grounded in research in effective school improvement.
  - b. Develop instructional leadership at all levels of the system.
  - c. Provide timely, frequent (weekly) support and reports to district and state.
  - d. Incorporate a system for adult learning (Professional Development).
8. External providers shall provide ADE appropriate credentials and prior experience of staff.
9. External providers shall engage with the ADE Learning Services division in effectiveness evaluations of the provider, district and schools.

This systemic approach to turnaround of priority schools applies to all levels within the educational system to ensure that change and continuous improvement occur. The focus is on increasing student and adult learning and leadership capacity within the school and district.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

## Implementation Timeline

### Prior to the Start of 2012-2013 and through Year 1, Semester 1 (as needed):

- As early as possible following USDE approved flexibility request Commissioner announces and meets with Priority Schools’ principals and their district superintendents.
- ADE assigns lead SIS to LEA and its Priority School(s) to provide technical assistance/support and monitor Priority Intervention Plan.
  - A SST with diverse content area expertise will be created and assigned for each Priority School and its LEA.
- Diagnostic analysis and needs assessment of school system:
  - Community/stakeholder input on school’s strengths and challenges. Where applicable, districts partner with the Arkansas School Boards Association to use Study Circles methodology to gain stakeholder engagement and support (*Turnaround Principle 7: Community Engagement*)
  - Review of prior Scholastic Audit findings or contract for Scholastic Audit required under state law to include a review of the following elements.
  - Determine Leader effectiveness (*Turnaround Principle 1: Strong Leadership*)
    - School culture to support continuous improvement
    - Organizational structures to support continuous improvement
      - Allocation of human resources aligned with identified needs
      - Alignment of ACSIP interventions with identified needs
      - Allocation of financial resources aligned with identified needs
      - School schedule provides adequate time to support teacher collaboration for data use and instructional planning (*Turnaround Principle 3: Redesign School Day/Week/Year*)
      - Teacher team structure to support collaboration to meet students’ needs (*Turnaround Principle 3: Redesign School Day/Week/Year*)
      - Alignment of professional development plans with identified needs of students and teachers
      - Teacher team effectiveness in data use, problem identification, problem clarification and problem solving to support instructional change
    - Accountability systems to support continuous improvement (*Turnaround Principles 1, 2 & 4: Strong Leadership, Effective Teachers, & Strengthening Instruction*)
      - A teacher effectiveness system to support continuous instructional improvement:
        - Presence and sufficiency of classroom walk through practices and teacher follow up
        - Alignment of teacher evaluation practices with student growth and achievement findings
      - School academic assessment practices and response to intervention

practices to support instructional improvement and student learning. (*Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement*)

- Valid and reliable screening, progress monitoring and interim assessments are used as part of a multi-tiered framework for responding to student learning needs.
- Data use is role-based and includes sources of data that are differentiated to provide appropriate information for leadership decisions and instructional decisions.
- School classroom management/student behavior management practices (*Turnaround Principle 6: School Environment*)
  - A positive behavior and instructional support system is evident and used to improve learning environment. (*Turnaround Principle 5: Collaborative Use of Data for Improvement*)
- Determine Teacher effectiveness
  - Diagnostic analysis of instructional program effectiveness (*Turnaround Principle 2: Effective Teachers*)
  - Immediate recommendations for professional development, support and/or intervention beginning Semester 2.
- Leadership teams established at school and district level to build leadership capacity of school and district. (*Turnaround Principle 1: Strong leadership*)

## 2012-2013

### Year 1, Semester 2:

- ADE-approved external provider selected based on diagnostic needs analysis by district with oversight and guidance from ADE SIS.
  - A CMO or an EMO may apply to be an ADE-approved external provider and enter into a partnership with a district that has Priority School(s) to meet the requirements for intervention for Priority Schools.
- School and district leadership sign Memorandum of Understanding that outlines accountability and sanctions for development and implementation of PIP and failure to meet interim measurable objectives.
- In collaboration with the ADE SIS and SST, the district and school leadership team will specify a professional development plan to build the leadership capacity of the district and school leadership team members to be implemented immediately.
  - District and school leadership team works with ADE SIS and SST to develop leader and teacher effectiveness interventions. (*Turnaround Principles 1 & 2: Strong Leadership & Effective Teachers*) *Can this be streamlined seems redundant*
    - Transfers in and out of Priority Schools
      - ADE SIS works with district and school leadership teams to ensure effective teachers are incentivized to remain in Priority Schools and within district transfers into Priority Schools do not undermine the effectiveness of the teacher corps.
      - The ADE SIS will collaborate with district and school leadership in developing district level strategies to confirm alignment of the

- strategies in the PIP with Turnaround Principles 1 and 2.
- Leadership change (replacing ineffective leader or intensively developing and maintaining promising leader and providing support to enable promising leader the flexibility and support to affect teacher effectiveness)
    - Leadership change may be limited in some rural or isolated communities. In this case, the development of the existing leader along with a strong leadership team is paramount.
    - Data indicated principal turnover was higher in schools in advanced School Improvement status, with only one-fourth of schools maintaining consistency in leadership over a three year period.
    - The ADE SIS will collaborate with district and school leadership in developing district level strategies to confirm alignment of the strategies in the PIP with Turnaround Principle 1.
  - District and school leadership teams work with ADE SST and external provider to develop a three year PIP as a component of the Arkansas Consolidated Improvement Plan (ACSIP). In the event it is determined that leadership must be replaced, the PIP will be developed with participation of the new leader, rather than the leader being replaced. The PIP must address:
    - Teacher effectiveness (*Turnaround Principles 1 & 2: Strong Leadership & Effective Teachers*)
      - Flexibility provided through the waiver of ESEA Section 1116(b) will allow districts to develop incentives to ensure Priority School(s) retain effective teachers and have the funds to develop the existing teacher corps through intensive, job-embedded professional development through coaching, model classrooms, and other evidence based models for improving instructional practice.
      - The ADE SIS will collaborate with district and school leadership in developing district level strategies to confirm alignment of the strategies in the PIP with Turnaround Principles 1 and 2.
      - Priority Schools' PIPs will address teacher development and resources to support effective, evidence-based interventions and strategies for EL and SWD where appropriate. Priority Schools will receive professional development and implementation support from ADE to incorporate and implement effective evidence-based interventions and practices for meeting identified needs of EL and SWD subgroups where applicable. Details for this professional development and support are provided in 2.F. Incentives and Supports for Other Title I Schools (pages 124-125).
  - Redesign schedule to support teacher teaming/collaboration and data use (*Turnaround Principles 3 & 5: Redesign School Day/Week/Year & Collaborative Use of Data for Improvement*)
  - Interim measurable objectives for
    - Change in teacher and leader practice

- Student progress and achievement
    - Objectives must be set for evaluating interim progress of each low performing subgroup contributing to achievement gaps within the school.
  - Student safety and discipline
  - Parent and community engagement (*Turnaround Principles 1, 2 & 4: Strong Leadership, Effective Teachers, & Strengthening Instruction*)
- External provider is present and working with staff on a weekly basis at the school site.
- External provider reports weekly progress to ADE oversight team through ADE SIS and to the district superintendent.
- External provider engages leadership team and school board in ongoing development/training to include regular community engagement opportunities. (*Turnaround Principle 7: Community Engagement*)
- ADE SIS provides quarterly reports of school progress to the State Board of Education. (*Turnaround Principle 7: Community Engagement*)
- Priority Schools and their LEAs that fail to show progress on their Interim Measurable Objectives such as lack of commitment to implementing the PIP may be subject to losing flexibility in the use of state and/or federal categorical funds.

## 2013-2014

### Year 2

- Priority Schools implement PIP including any changes in the following as specified in the PIP:
  - Change in school leader or participation of existing school leader in Arkansas’s Master Principal Program.
- PIP is revised to address findings from Year 1 PIP progress report.
- ADE SIS monitors external provider, school and district progress weekly based on the PIP and the interim measurable objectives.
- External provider reports weekly in written form to ADE SIS detailing school’s progress in implementing the PIP, persistent obstacles, and next steps to support continued progress and address obstacles.
- ADE SIS collaboration sessions to share best practices, successes and challenges across spectrum of Priority Schools to increase ADE capacity to support Priority Schools and their LEAs. Collaboration will consist of in person and technology-bridged sessions. SST members will join as needed to share expertise for capacity building and problem solving. (*Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement*)
  - Collaboration sessions will enhance capacity building by providing networks to share promising practices and to enable problem solving across Priority and Focus Schools.
- ADE School Improvement Unit (SIU) provides quarterly reports on Priority School progress to State Board of Education. (*Turnaround Principle 7: Community Engagement*)
- School leadership team and external provider submit Year 2 PIP progress report of Priority Schools’ progress on interim measurable objectives to district leadership team and



ADE SIS and SST. (*Turnaround Principle 7: Community Engagement*)

- Priority Schools meeting AMOs for All Students and TAGG for 2<sup>nd</sup> consecutive year exit Priority status, and must maintain interventions as outlined in the PIP for 3 years with revisions approved by ADE SST.
- Priority Schools and their LEAs that fail to meet interim measurable objectives may be subject to Academic Distress status. The Arkansas State Board of Education has begun the process to redefine academic distress. A new definition would provide the state with the authority to take control of the school district if progress toward stated goals is not occurring. See Principle 2.A. page 53 for additional details.
  - Consequence—ADE oversight of all state and/or categorical funds.

**2014-2015**

**Year 3**

- Priority Schools implement PIP including any changes in the following as specified in the PIP:
  - Participation of existing school leader in Arkansas’s Master Principal Program.
- ADE SIS monitors external provider, school and district progress weekly based on the PIP and the interim measurable objectives.
- External provider reports weekly in written form to ADE SIS detailing school’s progress in implementing the PIP, persistent obstacles, and next steps to support continued progress and address obstacles. (*Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement*)
- ADE SIS collaboration sessions to share best practices, successes and challenges across spectrum of Priority Schools to increase ADE capacity to support Priority Schools and their LEAs. Collaboration will consist of in person and technology-bridged sessions. SIS team members will join as needed to share expertise for capacity building and problem solving. (*Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement*)
  - Collaboration sessions will enhance capacity building by providing networks to share promising practices and to enable problem solving across Priority and Focus Schools.
- PIP is revised to address findings from Year 2 PIP progress report.
- ADE SIU provides quarterly reports on Priority School progress to State Board of Education. (*Turnaround Principle 7: Community Engagement*)
- Priority Schools meeting AMOs for All Students and TAGG for second consecutive year exit Priority status, and must maintain interventions as outlined in the PIP for 3 years with revisions approved by ADE SST.
- Priority Schools and their LEAs that fail to meet interim measurable objectives may be subject to Academic Distress status. The Arkansas State Board of Education has begun the process to redefine academic distress. A new definition would provide the state with the authority to take control of the school district if progress toward stated goals is not occurring. See Principle 2.A. page 53 for additional details.
  - Consequence—ADE oversight of all state and/or categorical funds.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Priority Schools that meet their AMOs for proficiency or growth for two consecutive years in math and literacy (and graduation rate for high schools) for All Students and TAGG, and are making satisfactory progress on their PIP will be eligible to exit Priority Status. Exited Priority Schools must continue to maintain the aforementioned interventions that have been implemented at the time the school meets these criteria and submit timely reports of progress on the PIP interim objectives to ADE for monitoring. ADE SIS will maintain a collaborative relationship to provide support to the LEA and its Priority Schools as needed.

Priority schools must continue implementing interventions aligned with the turnaround principles for at least three years, even if the school exits priority status.

## 2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

### Method to Identify Focus Schools

Focus Schools will include at a minimum 10 percent (80) of the Title I schools in Arkansas based on Title I program information from the 2010-2011 school year, as well as any non-Title I schools with commensurate magnitude gaps as the Title I schools identified through this process. Priority Schools with commensurate gaps will remain Priority Schools. The intent of the Focus School methodology is to identify schools with the largest and most persistent achievement gaps between their highest performing subgroups and their lowest performing subgroups. As indicated in the Principle 2 Overview, current NCLB accountability for subgroups and Arkansas’s approved minimum N for accountability have resulted in many schools failing to be held accountable for students in underperforming at risk subgroups. Lowering the minimum N to 25 resulted in a small increase to the schools accountable for ESEA subgroups at risk of underperforming, but

not at the magnitude needed to identify schools contributing to Arkansas's persistent gap. Further, the same student may already be counted in multiple groups as mentioned previously in the overview. The ADE proposes to use the TAGG for the purpose of calculating the magnitude of achievement gaps within Arkansas schools. Once schools are ranked by the magnitude of the TAGG to Non-TAGG gap, additional analyses will be conducted to ensure the use of the TAGG did not mask larger gaps among ESEA subgroups within schools based on the minimum N. Three years of proficiency data were used to ensure Focus Schools were schools with the largest gaps over a persistent period of time.

The ADE proposes to use the TAGG in its calculations for classifying Focus Schools. Annual reporting to the public will include the TAGG and ESEA subgroup indicators, where the subgroup includes 10 or more students, reported separately as indicated in Section 2.A. The purpose of reporting ESEA subgroups, rather than using the TAGG for determinations alone, is to enhance the transparency of accountability and subsequent engagement of the community in planning targeted interventions and support. Identification of the TAGG enables a more authentic focus on student learning needs rather than a focus on group labels. The TAGG exposes hidden achievement gaps by creating a subgroup that meets the minimum N of 25 in 98 percent of the schools in Arkansas. This is particularly important in schools where ELs and SWD have struggled, but the accountability N has not prompted a focus on these students' needs in particular.

The use of the TAGG to hold schools accountable for performance and growth of all students is not without challenges. In one tenth of Arkansas schools, the TAGG includes the entire school population, due to the extent of poverty in these schools. Thus a gap between TAGG and Non-TAGG cannot be calculated. In schools where the Non-TAGG is smaller than the minimum N, the percentage of Non-TAGG students Proficient is subject to greater variability due to the smaller group size. Therefore, for the purposes of determining the magnitude of the achievement gap between TAGG and Non-TAGG students for Focus School Determinations (Section 2.E), the median school percentage of Non-TAGG students Proficient will be used as the proxy for the Non-TAGG students in schools where the TAGG represents All Students and in schools where the Non-TAGG falls below the minimum N.

The annual school performance data from the Arkansas assessments required under section 1111(b)(3) of the ESEA for literacy and mathematics, as well as the 2010 and 2011 graduation rates for Arkansas high schools were used to identify Focus Schools. Calculations were based on the size of the gap in proficiency levels from Arkansas CRTs in 2009, 2010 and 2011 for Grades 3 through 8 and high school for math and literacy End of Course Exams, and included all students completing a full academic year, as well as significantly cognitively disabled students completing an alternate assessment. Four-year adjusted cohort graduation rates from 2010 and 2011 were also used as an additional indicator in identifying high schools as Focus Schools.

The magnitude of the achievement gaps for the Focus School determinations was calculated using three years of Arkansas CRT scores.

1. The three-year percent of students Proficient or Advanced in math and literacy was calculated for All Students, TAGG, Non-TAGG and all ESEA subgroups. The number of Proficient and Advanced scores in math and literacy for 2009, 2010 and 2011 were summed and divided by the sum of the number of valid test scores for math and literacy

for 2009, 2010 and 2011. The use of three years of scores and test attempts provided stability to ensure year to year variations and the impact of smaller N sizes that might inflate or deflate gap size were minimized.

2. The gap magnitude was calculated by subtracting the percent of students Proficient/Advanced in the TAGG from the percent of students Proficient/Advanced for Non-TAGG students within each school. In the case of schools with a Non-TAGG smaller than the minimum N, the median percent Proficient for Non-TAGG performance for all schools meeting the minimum N for Non-TAGG was substituted in the calculation. The median for Non-TAGG performance was 88.7 percent.
3. Schools were sorted from highest to lowest gap based on the size of the TAGG/Non-TAGG gap.
4. High schools' four-year adjusted cohort graduation rates were calculated. All high schools' graduation rates for the TAGG and ESEA subgroups were reviewed to ensure the identified Focus Schools included schools with the lowest performance and/or graduation rates for subgroups.
5. The schools identified as Focus Schools include 10 percent of Title I schools with the largest TAGG/Non-TAGG achievement gaps. Priority Schools that fell in the bottom 10 percent were not included in the Focus School list.
6. The largest gap was also calculated post-hoc to clarify whether the proposed method for identifying Focus Schools was capturing the significance of achievement gaps within-school. The Largest Gap was determined by comparing all within-school gaps to the TAGG gap and retaining the larger magnitude gap. This Largest Gap variable was used to sort and rank the schools in decreasing magnitude to identify the 10 percent of Title I and other schools with the largest magnitude gap. Thirty-eight schools were in the range for Focus School designation regardless of using Largest Gap or TAGG gap. The remaining schools designated would be different if the Largest Gap were used for Focus School designation. Further analysis of the within-school gaps that these schools would be accountable for indicated that the TAGG gap method held more schools accountable for larger within school gaps that would not be considered large enough to meet the minimum N if not included in the TAGG. For example, Focus Schools determined using the TAGG gap included only 26 schools with large enough groups of SWD to be held accountable, and these students had a median gap of 54.38 percentage points. In contrast, the Focus Schools determined using the Largest Gap included 96 schools that were already accountable for SWD as a subgroup and the median for this within-school gap for this group was 46.78. ADE examined these descriptive statistics for each of the within-school gaps for the Focus Schools that would be different under the two different methodologies. Each within-school gap for Focus Schools using the TAGG had larger mean and median gaps compared to the within-school gaps for the Focus Schools using Largest Gap. In the case of the Largest Gap Focus Schools, more schools were already meeting minimum N for the problematic achievement gap areas and would be held accountable for interventions based on this. In contrast, the Focus Schools determined using the TAGG gap identified more schools whose ESEA subgroups did not meet the minimum N on their own.
7. To ensure Focus Schools are not overrepresented by schools whose majority population are TAGG students, a frequency analysis was conducted. Fifty-nine percent (61) of the Focus Schools' TAGG/Non-TAGG gaps were determined by the schools' Non-TAGG to TAGG performance. In other words, 59 percent of Focus Schools have a group of 25

or more tested students. Forty-one percent (42 Focus Schools) did not have a Non-TAGG group that was large enough ( $N \geq 25$ ) to use to calculate their TAGG/Non-TAGG gaps. The median state Non-TAGG performance was used to calculate the gaps for the 42 Focus Schools whose Non-TAGG groups were fewer than 25 tested students. The identified Focus Schools include the schools contributing the most to the statewide achievement gap for TAGG students and ESEA subgroups.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

The list of focus schools is provided in Table 2. Additional information on focus schools is provided as a data file in an Excel spreadsheet.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Focus Schools have persistent and oftentimes systemic concerns related to the schools’ and districts’ educational effectiveness in meeting the needs of particular groups of students, as evidenced by disparate performance between students classified in at risk groups and students not classified as at risk. Similar to Priority Schools, these needs are often evidenced in divergent academic expectations for students from historically underperforming or at risk groups. Further, instruction, leadership and community engagement practices that have enabled some students to achieve at high levels have not had the same impact on students in the TAGG. Therefore, diagnostic efforts must focus on identifying the elements of the educational system that are not working to serve the needs of these learners, thus perpetuating such large achievement gaps. Interventions will need to focus on providing the necessary support to teachers, leaders and the community, as well as providing a system of instruction and accountability that enables these students’ needs to be identified and met, regardless of group membership.

Schools are interdependent within their respective districts and achievement gaps are typically not isolated to a single campus within a district system, but may manifest to different degrees across schools in the district dependent upon many factors. Some of the factors are under the control of the school and others may be influenced by district level factors that are not easily mitigated within the school without district support or intervention. Therefore, the ADE proposes to engage district leadership in diagnostic analysis and needs assessment in partnership with Focus School leadership, with oversight for quality and effectiveness provided by the ADE.

Focus Schools are determined based on the magnitude of the achievement gap within the school. Due to the characteristics of Arkansas’s schools, ADE has identified that 10 percent of schools do not have a group of students not considered at risk (Non-TAGG) due to the extent of the poverty within the school community. Applying the minimum  $N$  of 25 to all schools, 27.7 percent of schools do not have a sufficient Non-TAGG population for gap calculation. The TAGG proficiency gap in these schools must be determined using a proxy for the Non-TAGG

population—the median proficiency of all schools’ Non-TAGG. Many of these schools will be identified as Priority Schools due to the TAGG group comprising the majority of the schools’ populations. Some of Arkansas’s schools with the largest gaps that are not identified as Priority Schools will be identified as Focus Schools. Analysis of the within-school gaps and TAGG gap for Focus Schools indicates variation in the level of systemic needs among Focus Schools. District involvement in Focus School needs assessment and planning will be critical to provide the flexibility to meet specific low performing students’ needs. The ADE proposes to require Focus School leadership and their respective district leadership to engage in diagnostic analysis and needs assessment to investigate the factors contributing to Focus Schools’ achievement gaps and to develop a TIP within their ACSIP that reduces the magnitude of the identified achievement gap as measured by their annual AMOs for the TAGG and each ESEA subgroup. Needs Improvement Focus Schools’ levels of support, engagement, district autonomy and interventions are clarified below.

- Needs Improvement Focus Schools:
  - High SSOS engagement;
    - ADE SIS approval of TIP and resource/funds allocation,
  - 1-year ACSIP with TIP interventions and quarterly measurable objectives embedded;
    - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;
  - High engagement of regional support center staff and resources;
  - Low district autonomy;
    - ADE approves interventions,
    - District and school leadership teams required,
    - District assigns locally-hired site-based school improvement leader, or optionally an external provider to monitor,
    - External provider required if lack of progress after 1 year,
    - Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information as described in Principle 3.

ADE recognizes districts with Focus Schools may vary in their size, school configurations, and Title I, Part A allocations. The district is expected to allocate resources and funds differentially to appropriately address the needs of the Focus Schools. Focus School leadership, in consultation with ADE SIS, will allocate resources toward interventions determined through this in depth analysis of Focus School needs.

Focus Schools will have the option to partner with an external provider to develop and/or implement their TIP during the first year and subsequent years. If a Focus School does not make progress after the first year of implementation, the district will be required to contract with an external provider to ensure appropriate revisions of interventions and to monitor implementation. Focus Schools that fail to make progress after the second year of TIP implementation will be required to implement actions aligned with the turnaround principles as directed by ADE, to include leader replacement and/or removal of staff following appropriate evaluation.

The external provider must meet qualifications as outlined in the External Provider Requirements

utilized for SIG. These requirements include criteria to evaluate external providers for Focus Schools based on the extent to which the providers' methodology supports the needs of the identified TAGG and is likely to result in immediate and sustained improvement for TAGG students. Requirements to be met for approval of external providers are based on the growing body of empirical evidence delineating effective practices for identifying and meeting the needs of particular subgroups of students such as ELs and SWD. Requirements adhere to the following principles:

- External providers will demonstrate expertise in evidence-based practices to build internal leadership capacity (scaffolded supports).
- External providers will provide evidence of effectiveness in improving school performance (student and adult learning).
- External providers will provide evidence of effectiveness in closing achievement gaps.
- External providers will demonstrate how they will collaborate with other partners and community on a frequent basis.
- External providers will demonstrate how they will collaborate with districts and schools in the development a TIP or PIP within the ACSIP framework.
- External providers must provide evidence of a proven track record—credible/valid results in other systems.
- External providers will be required to use a systemic approach at school, district, board, community and state level that is likely to build capacity at the local level when the external provider completes its partnership with the district. The external provider's systemic shall:
  - Be grounded in effective school improvement research.
  - Develop instructional leadership at all levels of the system.
  - Provide timely, frequent (weekly) support and reports to district and state.
  - Incorporate a system for adult learning (Professional Development).
- External providers shall provide appropriate credentials and prior experience of staff.
- External providers shall engage in collaborative, formative evaluation of the provider, district, and school's effectiveness by ADE Learning Services Division.

### **Implementation Timeline**

#### **Prior to Start of 2012-2013**

- Commissioner announces Focus Schools and meets with Focus School principals and their district superintendents.
- ADE assigns a SIS to provide oversight.
- District assigns a locally hired, site-based school improvement specialist, or optionally an external provider to provide oversight for the diagnostic analysis and needs assessment, to provide technical assistance and support in development of the TIP and to monitor implementation of the TIP (Capacity Building).
- District establishes a district leadership team to work with the Focus School leadership and ADE to facilitate diagnostic data analysis, needs assessment, TIP development and TIP implementation.
- Focus School establishes a school leadership team to work with the district leadership team, and the site-based school improvement specialist or external provider.
- The site-based school improvement specialist or external provider submits monthly school

and district progress reports to the assigned ADE SIS.

- Diagnostic analysis and needs assessment of school system and district interdependencies:
  - Community/stakeholder input gathered (within 30 days of the Commissioner’s announcement) on each school’s strengths and challenges, particularly as this relates to the identified achievement gap
    - What are the core beliefs and vision about student learning and achievement of family and community stakeholders?
      - What are the aspirations of families and the community regarding their children?
    - What are the core beliefs and vision of the educational system (school & district) about student learning and family/community engagement?
      - Do educators in the system believe all parents have the capacity to support their children’s learning, or that all children have appropriate opportunities to achieve CCR?
    - What strengths and challenges exist for the district and school system and community in ensuring all students achieve CCR within their P-12 years?
  - Review of prior Scholastic Audit findings where applicable (Scholastic Audit required under state law for schools that have been in School Improvement Year 4 and beyond),
  - In the absence of a prior Scholastic Audit, must either contract for a Scholastic Audit or contract with an external provider to assist with a self-audit to assess the current effectiveness of the system with regards to the following:
    - School culture to support continuous improvement.
    - Organizational structures to support targeted improvement and closing the achievement gap—
      - Allocation of human resources aligned with identified needs
      - Alignment of ACSIP interventions with identified needs
      - Allocation of financial resources aligned with identified needs
      - school schedule provides adequate time to support teacher collaboration for data use and instructional planning
      - teacher team structure to support collaboration to meet students’ needs
      - Alignment of professional development plans with identified needs of students and teachers
      - Teacher team effectiveness in data use, problem identification, problem clarification and problem solving to support instructional change
    - Accountability systems to support targeted improvement.
      - Teacher effectiveness system supports continuous instructional improvement
        - Presence and sufficiency of classroom walk through practices and teacher follow up
        - Alignment of teacher evaluation practices with student growth and achievement findings
      - School assessment practices and response to intervention practices



support instructional improvement and student learning.

- Valid and reliable screening, progress monitoring and interim assessments are used as part of a multi-tiered framework for responding to student learning needs.
- Data use is role-based and includes sources of data that are differentiated to provide appropriate information for leadership decisions and instructional decisions.
- Instructional Program and Teacher Effectiveness
  - Extent and effectiveness of the school and district multi-tiered framework for response to intervention.
  - Curriculum expectations and alignment for all students.
  - District interdependencies impacting instructional program and teacher effectiveness.

## 2012-2013

### Year 1, Semester 1:

- District and school leadership teams work with ADE SIS and/or an ADE approved external provider to finalize 3-year TIP within its ACSIP. The TIP must address the concerns and obstacles identified as contributing to the achievement gap.
- Given the statewide low performance of SWD, Focus Schools and their districts will be given preference to participate in the State Personnel Development Grant (SPDG). This grant program is funded by the USDE's Office of Special Education Programs (OSEP). Arkansas's SPDG integrates intensive professional development and targeted technical assistance to participating schools to maximize all students' academic and social, emotional, and behavioral skills and success, including SWD. Professional development and technical support in the areas of leadership, literacy and math instruction, intervention, positive behavior support systems, social skills/self-management instruction, strategic or intensive cognitive-behavioral interventions, closing the achievement gap (CTAG), multi-tiered response to intervention and data-based problem solving. Additionally, the SPDG provides professional development and targeted technical assistance in parent and community involvement, personnel preparation, and special education teacher recruitment and retention.
- Given the growing EL population in Arkansas and the need to build capacity to meet the needs of ELs in a growing number of schools, Focus Schools and their districts with EL subgroups will be given preference for participation in the EL Academy described in Principle 1 to support teacher and leader development of best practices for EL students.
- Focus Schools' TIPs will address teacher development and resources to support effective, evidence-based interventions and strategies for ELs and SWD where appropriate. Focus Schools will have access to professional development and implementation support from ADE to incorporate and implement effective evidence-based interventions and practices for meeting identified needs of ELs and SWD subgroups where applicable. Details for this professional development and support are provided in 2.F. Incentives and Supports for Other Title I Schools (pages 124-125).
- The ADE SIS will monitor quality and effectiveness of the district and school in meeting interim objectives and summative AMOs in the TIP.
  - Interim measurable objectives for closing the achievement gap:

- Change in teacher and leader practice and district/school/team structures to support instructional practices and teacher effectiveness for students contributing to the achievement gap;
  - Student progress and achievement;
  - Student safety and discipline where appropriate to support closing the achievement gap; and
  - Parent and community engagement.
- If an external provider is selected to assist the Focus School(s) and district, the external provider will report weekly to ADE SST and SIS.
  - The external provider will be expected to engage the school and district leadership team and school board in ongoing development/training to include regular community engagement opportunities.
  - ADE SIS will provide quarterly reports of school progress to the State Board of Education
  - School and district leadership sign Memorandum of Understanding that outlines accountability and sanctions for implementation of TIP and failure to meet interim and/or summative measurable objectives.

## **2013-2014**

### **Year 2**

- ADE SIS monitors external provider, or site-based school improvement leader school and district progress monthly based on the TIP and the interim measurable objectives.
- External provider reports monthly to ADE SIS and district superintendent detailing school's and district's progress in implementing the TIP, persistent obstacles, and next steps to support continued progress and address obstacles.
- The ADE SIS will share best practices, successes and challenges across spectrum of Focus Schools to increase ADE capacity to support Focus Schools and their LEAs.
- ADE SIU reports on Focus School progress to State Board of Education on quarterly basis.
- School leadership teams and external providers (where applicable) submit Year 2 TIP progress report of Focus Schools' progress on interim measurable objectives to district leadership team and ADE SIS.
- TIP is revised to address findings from Year 2 TIP progress report.
- Focus Schools meeting AMOs for All Students and TAGG for second consecutive year exit Focus status.
- If ADE determines a Focus School is not making progress after one year on the interim measurable objectives or the AMOs, an approved external provider will be required to facilitate the implementation of the TIP.

## **2014-2015**

### **Year 3**

- ADE SIS monitors external provider or site-based school improvement leader, school and district progress monthly based on the TIP and the interim measurable objectives.
- External provider reports monthly to ADE SIS and district superintendent detailing school's and district's progress in implementing the TIP, persistent obstacles and next steps to support continued progress and address obstacles.

- The ADE SIS will share best practices, successes and challenges across spectrum of Focus Schools to increase ADE capacity to support Focus Schools and their districts.
- ADE SIU reports on Focus School progress to State Board of Education on Quarterly basis.
- School leadership teams and external providers (where applicable) submit Year 2 (previous year) TIP progress report of Focus Schools' progress on interim measurable objectives to district leadership team and ADE SIS.
- TIP is revised to address findings from Year 2 TIP progress report.
- Focus Schools meeting AMOs for All Students and TAGG for second consecutive year exit Focus status.
- If ADE determines a Focus School is not making progress after one year on the interim measurable objectives or the AMOs, an approved external provider will be required to facilitate the implementation of the TIP.
- Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information as described in Principle 3 under the direction of the ADE SIS.

Just as students have some needs in common and some unique concerns, Focus Schools are anticipated to have some diversity in their intervention needs, particularly given the characteristics of Arkansas's schools and subpopulations. Thus the plan for interventions recognizes and addresses this diversity, while maintaining a standard of intervention empirically supported to meet the needs of low performing students, and in particular ELs and SWD with the greatest achievement gaps.

A critical component of technical assistance to Focus Schools will be ensuring congruence between the factors identified as potentially contributing to large and persistent achievement gaps, and the interventions and actions developed in the TIP. Below are two contextual examples of needs assessment findings and subsequent interventions that Focus Schools may be required to implement based on different types of achievement gaps and different needs.

1. District A has a middle school designated as a Focus School due to a large TAGG/Non-TAGG gap. The All Students group had 59 percent of students scoring Proficient or Advanced in 2011. However, the Focus School needs assessment revealed a 24 percentage point gap for African American students, as well as a gap for SWD twice the size (50 percentage points) of the African American students' gap. Analysis by the district leadership team revealed a problem with alignment of expectations for SWD and AA students that extends into the feeder elementary schools. Further analysis revealed the middle school was not implementing a response to intervention (RTI) framework for its students to address the needs of learners within core instruction, identify students needing additional support, and identify students needing intensive intervention. Progress of students most at risk of not meeting grade level standards was not being monitored on a frequent basis. The ADE SIS guided the district and school leadership teams to develop district and school level interventions to address this in the TIP. The following are examples of possible required interventions.
  - a. District leadership was charged with assessing the implementation of an RTI framework in district schools, starting with the schools in the middle school feeder pattern.

- b. Due to the size of the gap for SWD, the district planned to assign the school a designated Master Principal with a track record for closing achievement gaps within high poverty, high minority settings who had successfully implemented an RTI framework in previous settings.
    - c. District leadership provided the support to enable the formation of professional learning communities whose focus would be on implementing an RTI framework to close the achievement gaps.
    - d. The school's TIP outlined a plan for participation of teachers and instructional support staff in the SPDG program provided through ADE. This program provides development and targeted assistance to the school in the areas of leadership, literacy and math instruction, appropriate learning interventions, progress monitoring, establishing PBSS, social and self-management skills instruction, etc. within a RTI framework.
    - e. The school's TIP included the implementation of universal screening in math and reading to identify students requiring intervention and progress monitoring and to inform students' needs within the RTI framework.
  2. District B has a junior high school and a high school designated as Focus Schools based on 30 and 33 percentage point TAGG/Non-TAGG gaps, respectively. The Focus School needs assessment revealed poverty achievement gaps in both schools and larger achievement gaps for the ELs and SWD. Under prior accountability, the schools did not meet the minimum N for accountability for SWD but did have at least 40 ELs. The Scholastic Audit revealed concerns with all three areas of Academic Performance and concerns with School Culture, specifically teacher beliefs and practices for high achievement. Collaborative structures and resources to support the needs of ELs and SWD within core instruction in the general education classroom were also deficient. The ADE SIS guided the district and school leadership teams to develop district and school level interventions to address this in the TIP. An evidence-based theory of action was developed to guide the TIP. The following are examples of possible required interventions.
    - a. The district and school leadership teams develop and implement a plan to redesign the school day to ensure time for collaboration through multidisciplinary professional learning communities. Redesigning the schedule will facilitate collaborative job-embedded professional development and provide a vehicle for RTI collaborative discussions to identify and meet the needs of these special populations.
    - b. The schools' TIPs outlined a plan for participation of teachers and instructional support staff in the SPDG and the EL Academy professional development programs provided through ADE. This program provides development and targeted assistance to the school in the areas of leadership, literacy and math instruction, appropriate learning interventions, progress monitoring, establishing PBSS, social and self-management skills instruction, etc. within a RTI framework.
    - c. The school's TIP included the implementation of universal screening in math and reading to identify students requiring intervention and progress monitoring and to inform students' needs within the RTI framework.
    - d. The district evaluates its existing protocols for ELs and SWD screening and intervention and revises these processes to ensure a RTI framework within and across schools to support the needs of ELs and SWD.
    - e. The district uses Title I, Part A funds to provide instructional coaches at the junior

- high and high school to support instruction, particularly for ELs and SWD.
- f. Multidisciplinary teams participates in ELs and/or SWD professional development to differentiate cultural and linguistic differences from disabilities in special education.
  - g. Alternately, a district may elect to work with an approved external provider with expertise in ELs to address the systemic needs identified, and/or with an external provider with expertise in SWD to address systemic needs identified for this group.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Focus Schools will exit Focus status upon meeting annual AMOs for proficiency or growth for All Students and TAGG for two consecutive years. The annual AMOs for the TAGG set ambitious and achievable AMOs in that each school's AMOs are based on their 2011 proficiency and reducing the proficiency gap or growth gap in half by 2017. All schools (Focus Schools in particular) must continue interventions for all ESEA subgroups that do not meet their AMOs even when the TAGG and All Students meet their AMOs. Additionally, the requirement that the progress of all ESEA subgroups toward meeting AMOs are reported provides schools with an incentive to investigate and address the factors contributing to achievement gaps across the full spectrum of each school's diversity.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

Total # of Title I schools in the State: 803

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 4

Graduation Rate Gaps are also represented by G in the Focus School Column. Focus Schools that are high schools also have large graduation rate gaps. Thirty-one of the Focus Schools are high schools with large TAGG/Non-TAGG and NCLB Subgroup achievement and graduation rate gaps.

Total # of Exemplary (Reward) Schools: 19 with a subset of 15 Title I Schools.

Total # of Priority Schools: 48 with a subset of 41 Title I Priority Schools.

Total # of Focus Schools: 110 with a subset of 83 Title I Focus Schools.

- Table 2 was constructed using the key from the USDE ESEA Flexibility Request document.

Key	
<p><b>Reward School Criteria:</b></p> <p>A. Highest-performing school</p> <p>B. High-progress school</p> <p><b>Priority School Criteria:</b></p> <p>C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group</p> <p>D-1. Title I-participating high school with graduation rate less than 60% over a number of years</p> <p>D-2. Title I-eligible high school with graduation rate less than 60% over a number of years</p> <p>E. Tier I or Tier II SIG school implementing a school intervention model</p>	<p><b>Focus School Criteria:</b></p> <p>F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</p> <p>G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate</p> <p>H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school</p>

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 1	SCHOOL 1			C	
DISTRICT 2	SCHOOL 2			C	
DISTRICT 3	SCHOOL 3			C	
FORT SMITH SCHOOL DISTRICT	TRUSTY ELEMENTARY SCHOOL	050633000377		C, E	
DISTRICT 5	SCHOOL 5			C, D-2	
DISTRICT 6	SCHOOL 6			C	
DISTRICT 7	SCHOOL 7			C	
DISTRICT 8	SCHOOL 8			C	
DISTRICT 9	SCHOOL 9			C	
PULASKI CO. SPEC. SCHOOL DIST.	JACKSONVILLE HIGH SCHOOL	051185000919		C, D-2, E	
DISTRICT 9	SCHOOL 11			C	
DISTRICT 10	SCHOOL 12			C	
N. LITTLE ROCK SCHOOL DISTRICT	ROSE CITY MIDDLE SCHOOL	051068000803		C, E	
LITTLE ROCK SCHOOL DISTRICT	HALL HIGH SCHOOL	050900000616		C, E	
DISTRICT 11	SCHOOL 15			C	
DISTRICT 11	SCHOOL 16			C	
DISTRICT 11	SCHOOL 17			C	
DISTRICT 11	SCHOOL 18			C	
LITTLE ROCK SCHOOL DISTRICT	J.A. FAIR HIGH SCHOOL	050900001389		C, E	
DISTRICT 11	SCHOOL 20			C	
LITTLE ROCK SCHOOL DISTRICT	CLOVERDALE AEROSPACE TECH	050900001387		C, E	
MARVEL SCHOOL DISTRICT	MARVELL HIGH SCHOOL	050951000520		C, E	
HELENA/W. HELENA SCHOOL DIST.	CENTRAL HIGH SCHOOL	050768000476		C, E	
DISTRICT 14	SCHOOL 24			C	
OSCEOLA SCHOOL DISTRICT	OSCEOLA MIDDLE SCHOOL	051095000823		C, E	

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<b>OSCEOLA SCHOOL DISTRICT</b>	<b>OSCEOLA HIGH SCHOOL</b>	<b>051095000825</b>		<b>C, E</b>	
DISTRICT 15	SCHOOL 27			C	
DISTRICT 15	SCHOOL 28			C	
DISTRICT 16	SCHOOL 29			C	
DISTRICT 17	SCHOOL 30			C	
DISTRICT 17	SCHOOL 31			C	
DISTRICT 17	SCHOOL 32			C	
DISTRICT 18	SCHOOL 33			C	
DISTRICT 19	SCHOOL 34			C	
DISTRICT 20	SCHOOL 35			C	
DISTRICT 21	SCHOOL 36			C	
DISTRICT 22	SCHOOL 37			C	
DISTRICT 23	SCHOOL 38			C	
DISTRICT 24	SCHOOL 39			C	
DISTRICT 24	SCHOOL 40			C	
<b>DOLLARWAY SCHOOL DISTRICT</b>	<b>DOLLARWAY HIGH SCHOOL</b>	<b>050541000235</b>		<b>C, E</b>	
DISTRICT 25	SCHOOL 42			C	
DISTRICT 26	SCHOOL 43			C	
DISTRICT 27	SCHOOL 44			C	
DISTRICT 28	SCHOOL 45			C	
DISTRICT 29	SCHOOL 46			C	
DISTRICT 30	SCHOOL 47			C	
DISTRICT 31	SCHOOL 48			C	
DISTRICT 33	SCHOOL 49				F, G
DISTRICT 34	SCHOOL 50				F, G
DISTRICT 34	SCHOOL 51				F, G
DISTRICT 36	SCHOOL 52				F, G
DISTRICT 37	SCHOOL 53				F, G
DISTRICT 37	SCHOOL 54				F, G
DISTRICT 39	SCHOOL 55				F, G



LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 39	SCHOOL 56				F, G
DISTRICT 39	SCHOOL 57				F, G
DISTRICT 42	SCHOOL 58				F, G
DISTRICT 43	SCHOOL 59				F, G
DISTRICT 43	SCHOOL 60				F, G
DISTRICT 43	SCHOOL 61				F, G
DISTRICT 43	SCHOOL 62				F, G
DISTRICT 47	SCHOOL 63				F, G
DISTRICT 47	SCHOOL 64				F, G
DISTRICT 47	SCHOOL 65				F, G
DISTRICT 47	SCHOOL 66				F, G
DISTRICT 51	SCHOOL 67				F, G
DISTRICT 52	SCHOOL 68				F, G
DISTRICT 52	SCHOOL 69				F, G
DISTRICT 52	SCHOOL 70				F, G
DISTRICT 55	SCHOOL 71				F, G
DISTRICT 55	SCHOOL 72				F, G
DISTRICT 57	SCHOOL 73				F, G
DISTRICT 57	SCHOOL 74				F, G
DISTRICT 59	SCHOOL 75				F, G
DISTRICT 60	SCHOOL 76				F, G
DISTRICT 60	SCHOOL 77				F, G
DISTRICT 62	SCHOOL 78				F, G
DISTRICT 63	SCHOOL 79				F, G
DISTRICT 63	SCHOOL 80				F, G
DISTRICT 65	SCHOOL 81				F, G
DISTRICT 66	SCHOOL 82				F, G
DISTRICT 67	SCHOOL 83				F, G
DISTRICT 68	SCHOOL 84				F, G
DISTRICT 68	SCHOOL 85				F, G

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 68	SCHOOL 86				F, G
DISTRICT 68	SCHOOL 87				F, G
DISTRICT 72	SCHOOL 88				F, G
DISTRICT 73	SCHOOL 89				F, G
DISTRICT 73	SCHOOL 90				F, G
DISTRICT 73	SCHOOL 91				F, G
DISTRICT 76	SCHOOL 92				F, G
DISTRICT 76	SCHOOL 93				F, G
DISTRICT 78	SCHOOL 94				F, G
DISTRICT 78	SCHOOL 95				F, G
DISTRICT 80	SCHOOL 96				F, G
DISTRICT 81	SCHOOL 97				F, G
DISTRICT 82	SCHOOL 98				F, G
DISTRICT 82	SCHOOL 99				F, G
DISTRICT 84	SCHOOL 100				F, G
DISTRICT 84	SCHOOL 101				F, G
DISTRICT 86	SCHOOL 102				F, G
DISTRICT 87	SCHOOL 103				F, G
DISTRICT 88	SCHOOL 104				F, G
DISTRICT 88	SCHOOL 105				F, G
DISTRICT 90	SCHOOL 106				F, G
DISTRICT 91	SCHOOL 107				F, G
DISTRICT 92	SCHOOL 108				F, G
DISTRICT 93	SCHOOL 109				F, G
DISTRICT 93	SCHOOL 110				F, G
DISTRICT 93	SCHOOL 111				F, G
DISTRICT 93	SCHOOL 112				F, G
DISTRICT 93	SCHOOL 113				F, G
DISTRICT 93	SCHOOL 114				F, G
DISTRICT 93	SCHOOL 115				F, G

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 93	SCHOOL 116				F, G
DISTRICT 93	SCHOOL 117				F, G
DISTRICT 93	SCHOOL 118				F, G
DISTRICT 103	SCHOOL 119				F, G
DISTRICT 103	SCHOOL 120				F, G
DISTRICT 103	SCHOOL 121				F, G
DISTRICT 103	SCHOOL 122				F, G
DISTRICT 103	SCHOOL 123				F, G
DISTRICT 103	SCHOOL 124				F, G
DISTRICT 103	SCHOOL 125				F, G
DISTRICT 103	SCHOOL 126				F, G
DISTRICT 103	SCHOOL 127				F, G
DISTRICT 112	SCHOOL 128				F, G
DISTRICT 112	SCHOOL 129				F, G
DISTRICT 112	SCHOOL 130				F, G
DISTRICT 115	SCHOOL 131				F, G
DISTRICT 116	SCHOOL 132				F, G
DISTRICT 117	SCHOOL 133				F, G
DISTRICT 117	SCHOOL 134				F, G
DISTRICT 117	SCHOOL 135				F, G
DISTRICT 120	SCHOOL 136				F, G
DISTRICT 121	SCHOOL 137				F, G
DISTRICT 121	SCHOOL 138				F, G
DISTRICT 123	SCHOOL 139				F, G
DISTRICT 124	SCHOOL 140				F, G
DISTRICT 125	SCHOOL 141				F, G
DISTRICT 125	SCHOOL 142				F, G
DISTRICT 125	SCHOOL 143				F, G
DISTRICT 125	SCHOOL 144				F, G
DISTRICT 129	SCHOOL 145				F, G

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 129	SCHOOL 146				F, G
DISTRICT 131	SCHOOL 147				F, G
DISTRICT 131	SCHOOL 148				F, G
DISTRICT 133	SCHOOL 149				F, G
DISTRICT 133	SCHOOL 150				F, G
DISTRICT 133	SCHOOL 151				F, G
DISTRICT 133	SCHOOL 152				F, G
DISTRICT 133	SCHOOL 153				F, G
DISTRICT 133	SCHOOL 154				F, G
DISTRICT 133	SCHOOL 155				F, G
DISTRICT 133	SCHOOL 156				F, G
DISTRICT 133	SCHOOL 157				F, G
DISTRICT 142	SCHOOL 158				F, G
DISTRICT 143	SCHOOL 159		A		
DISTRICT 144	SCHOOL 160		A		
DISTRICT 144	SCHOOL 161		A		
DISTRICT 146	SCHOOL 162		A		
DISTRICT 147	SCHOOL 163		A		
DISTRICT 148	SCHOOL 164		A		
DISTRICT 149	SCHOOL 165		A		
DISTRICT 150	SCHOOL 166		A		
DISTRICT 150	SCHOOL 167		A		
DISTRICT 152	SCHOOL 168		B		
DISTRICT 153	SCHOOL 169		B		
DISTRICT 154	SCHOOL 170		A		
DISTRICT 155	SCHOOL 171		A		
DISTRICT 156	SCHOOL 172		B		
DISTRICT 157	SCHOOL 173		A		
DISTRICT 158	SCHOOL 174		A		
DISTRICT 159	SCHOOL 175		B		

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<b>DISTRICT 160</b>	<b>SCHOOL 176</b>		<b>A</b>		
<b>DISTRICT 161</b>	<b>SCHOOL 177</b>		<b>B</b>		
<b>Total # of Schools: 177</b>					

## 2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

### All Other Schools (Including Title I Schools)

The ADE proposed DARTSS provides a road map to transition to a more robust, unified state and federal accountability system that holds all schools accountable for ensuring Arkansas’s students achieve and maintain a trajectory to college and/or career success throughout the P-20 system. The critical elements of DARTSS outlined in this flexibility request are designed to engage all schools and districts in a comprehensive and coherent system that intentionally integrates the transition to CCSS, PARCC assessments and the TESS for teacher/leader effectiveness with Arkansas’s proposed accountability system for achieving challenging CCR goals. Arkansas begins this transition by infusing innovation where appropriate and maintaining important structures that will support these innovations in accountability, interventions and support. ACSIP and the related planning process provides foundational structure to advance innovation in accountability, interventions and support for all schools, and in particular Needs Improvement Focus and Needs Improvement Priority Schools. As a dynamic learning organization, the ADE developed this proposal to address lessons learned through the implementation of the existing NCLB accountability workbook for all schools, and feedback from stakeholders received through the consultation process. This proposal includes an intentional re-conceptualization of accountability supports and interventions for all schools through the ADE’s SSOS) and the ACSIP. This conception includes a transformation in ADE Learning Services Division’s role as well.

The transformation begins with ADE facilitating an intentional shift from using ACSIP predominantly as a federal funds allocation tool (an unintended consequence of embedding federal funds approval in the school improvement process), to an ADE/district partnership role in continuous improvement planning through collaborative, data informed continuous improvement efforts that allow greater flexibility and responsibility for districts and their schools to address local learning and organizational needs (Figure 2.12). Concomitantly, ADE will focus the degree of oversight and monitoring toward schools based on needs as determined by schools and districts designation as Exemplary, Achieving, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority designations.

ADE recognizes that plans for accountability and support must be cognizant of what is workable and manageable given the capacity and resources of the agency. Currently, the SSOS is spread too thinly to have the intended impacts. For this plan to have the intended impacts for schools and districts, ADE must target resources where they are most needed and resist the temptation to

spread available resources too thinly. ADE will recognize exemplary performance and progress and use increased transparency to proclaim the degree of achievement concerns and/or gaps where they exist, rather than using obscure and confusing labels to communicate school or district needs. DARTSS provides a blueprint to accomplish this by aligning recognition, supports, engagement and interventions based on the degree of needs revealed through accountability measures. ADE will constantly monitor the effectiveness of DARTSS, making mid-course corrections where necessary to jump start stalled improvement efforts or misaligned improvement efforts.

DARTSS accountability levels and differentiated supports, engagement and interventions are summarized below.

- Exemplary Schools:
  - Recognition and/or reward;
  - Very low engagement by ADE SSOS except to support/coordinate Model School activities;
  - 3-year ACSIP cycle; and
  - High district autonomy.
- Achieving Schools Meeting Performance AMOs *and* Growth AMOs (and Graduation Rate AMOs for high schools):
  - Very low ADE SSOS engagement;
  - 3-year ACSIP cycle; and
  - High district autonomy
- Achieving Schools Meeting Performance AMOs *or* Growth AMOs (and Graduation Rate AMOs for high schools):
  - Very low ADE SSOS engagement;
  - 1-year ACSIP cycle; and
  - High district autonomy;
- Needs Improvement Schools:
  - Low to moderate ADE SSOS engagement differentiated based on degree of identified needs;
  - 1-year ACSIP cycle;
  - Low to high engagement of regional support center staff and resources for local, customized support;
  - Moderate district autonomy with the degree of ADE engagement differentiated based on progress of Needs Improvement Schools or persistence of gaps and other areas of need.
    - Schools that demonstrate a lack of progress in performance, graduation rate, or closing the achievement gaps after interventions will be subject to increasing state direction of interventions and funding allocations.
- Needs Improvement Focus Schools:
  - High SSOS engagement;
    - ADE SIS approval of TIP and resource/funds allocation,
  - 1-year ACSIP with TIP interventions and quarterly measurable objectives embedded;
    - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;

- High engagement of regional support center staff and resources;
- Low district autonomy;
  - ADE approves interventions,
  - District and school leadership teams required,
  - District assigns locally-hired site-based school improvement specialist or optionally an external provider to monitor,
  - External provider required if lack of progress after 1 year,
  - Persistent lack of progress will result in any or all of turnaround principles applied to school(s).
- Needs Improvement Priority Schools:
  - Very high SSOS engagement;
    - ADE assigns SIS to approve interventions & resource allocations,
    - ADE SIS monitors implementation;
  - 1-year ACSIP with PIP interventions and quarterly measurable objectives embedded;
    - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;
  - Low district autonomy;
    - External provider required to build capacity and support implementation, or optionally a CMO or EMO,
    - District and school leadership teams required,
    - PIP interventions must address all seven turnaround principles including district replacing school leader and addressing teacher effectiveness needs,
      - ADE may require leader replacement if lack of progress in the first year (SIG requirement),
      - Local evaluation process and progress on PIP may be used to ensure teacher effectiveness in Priority Schools.
      - Priority schools' staff and leaders will participate in TESS training prior to the 2013-2014 school year, and pilot TESS during the 2013-2014 school year;
    - Lack of progress on interim benchmarks results in state direction of interventions as well as federal and NSLA funds,
    - Continued lack of progress on interim benchmarks and/or annual AMOs may result in district academic distress.

The district and school ACSIP, as well as the Scholastic Audit process, provide structures and performance standards to guide effective education and continuous improvement to ground this work. The ACSIP handbook, available at

[http://acsip.state.ar.us/acsip\\_handbook\\_march2008.6.3.pdf](http://acsip.state.ar.us/acsip_handbook_march2008.6.3.pdf), provides detailed descriptions of the structural elements required in the ACSIP plans. Districts' and schools' ACSIP integrate annual improvement planning with federal programs funding allocation. This provides districts and schools with a streamlined process and document for guiding continuous improvement. Several safeguards are included in the ACSIP process to promote congruence between identified needs and the allocation of resources to address those needs. Further, the ACSIP requires schools to analyze student achievement and growth results annually to establish priorities for improvement actions that are then specified in the ACSIP. Districts and schools must use three years of results



from Arkansas’s CRTs, mandated statewide NRTs, attendance and graduation rates, and other data as appropriate for all students and for all ESEA subgroups to determine school improvement priorities for action.

In accordance with evidence-based practices, districts and schools must use multiple local data sources to inform deeper analysis of weaknesses identified using the state summative measures and to triangulate their findings and clarify their priorities. The ACSIP requirements for data analysis as part of the annual needs assessment ensures that districts and schools use the Performance, Growth and Graduation Rate AMOs to initially identify areas of strength and areas of concern that require additional data and analysis. The requirement for inclusion of other indicators such as attendance and discipline data guides districts and schools to look at factors beyond academic achievement that may reveal unmet needs of students, issues with school culture and organizational structures that need adjustments to facilitate learning. The requirement to include multiple local data sources for deeper analysis guides districts and schools to look more deeply at student learning to identify concerns that need to be addressed for particular groups of students or individuals, and to base interventions on multiple indicators designed to inform local improvement priorities. Many districts and schools engage in a high quality, meaningful ACSIP process. However, lower performing schools and schools with large within-school achievement gaps are evidence that meaningful use of the ACSIP process does not always occur. These systems may not identify data-based priorities or allocate sufficient resources to address persistent low performance and/or within-school achievement gaps. Differentiating ADE support, engagement and interventions for all schools based on the proposed DARTSS under ESEA Flexibility would allow ADE to focus with intensity on those schools with the greatest needs for state engagement in ACSIP and subsequent implementation of these plans.

The Scholastic Audit process and self-assessment tools are supported by ADE to assist districts and schools in collecting meaningful local data to assess local needs as part of the continuous improvement process. The Scholastic Audit is required for schools in Focus or Priority School designation because of its usefulness in identifying structural and organizational factors contributing to persistent low performance or persistent large within-school achievement gaps. Focus and Priority Schools will receive a high level of ADE engagement and monitoring in their ACSIP process to ensure concerns identified through Scholastic Audit and other data are appropriately addressed within the priorities and interventions identified in the district and school ACSIPs. Further, ADE must approve the allocation of funds to support the interventions sufficient for successful implementation. For Needs Improvement schools that are not designated as Focus or Priority, ADE engagement will be low to moderate. Differentiating engagement among all other Needs Improvement schools based on attainment or lack of attainment of annual AMOs allows ADE to target more effectively those districts and schools with the greatest needs. A self-assessment tool is available for all other schools (Needs Improvement and Achieving) to use to collect this valuable local data at [http://arkansased.org/programs/pdf/audit\\_sisi\\_051910.pdf](http://arkansased.org/programs/pdf/audit_sisi_051910.pdf)

The Scholastic Audit self-assessment tool provides detailed performance descriptors and indicators for the school improvement process for districts and schools to gauge their level of effectiveness in nine standards grouped under three key areas.

- Academic Performance:
  - Curriculum

- Instruction
- Classroom Assessment/Evaluation
- Learning Environment
  - School Culture
  - Student, Family and Community Support
- Efficiency
  - Leadership
  - Organization, Structure and Resources
  - Comprehensive and Effective Planning

The self-assessment tool provides 88 indicators with examples of evidence to support ratings along a continuum from 1 (Little or No Development or Implementation) to 4 (Exemplary Level of Development or Implementation). The value of the Scholastic Audit as a tool to inform improvement has been established in the literature. In a recent study, Lyons and Barnett (2011) identified three common indicators from the Scholastic Audit that were significant in explaining the variance points or differences between schools that improved in academic achievement and those that failed to improve. These indicators were significant across all grade configurations of schools. They were

- teacher beliefs and practices for high achievement (school culture/effective learning community),
- teachers' care and concern for eliciting students' best work (school culture/effective learning community, and
- students' instructional assistance outside the classroom (student, family and community support).

The Scholastic Audit self-assessment tool is provided as Attachment 22.

Following needs assessment in ACSIP, districts engage in setting priority interventions, writing SMART goals, and creating action plans for implementation. Districts and schools must set measurable benchmarks that include interim objectives for improving learning for needs identified among *All Students, TAGG students, and any ESEA subgroups not meeting AMOs*. The ACSIP is required to include evidence-based interventions (programs, initiatives, or strategies) to address student academic, behavioral and social needs identified in the data analysis. Districts and schools must demonstrate through their ACSIP plan coordination of federal, state and local funds to support interventions. The following action types may be found throughout the ACSIP dependent upon the data analysis and priorities determined at the local level:

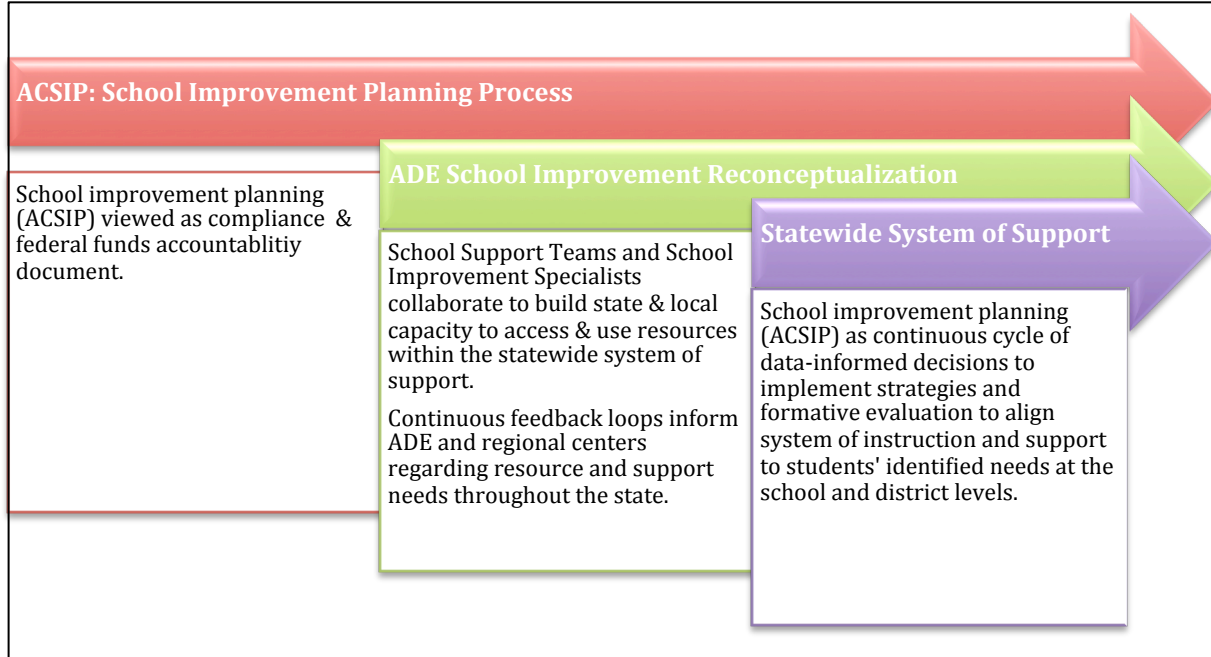
- Actions involving alignment of district policies, curriculum, instruction, assessment and resources;
- Actions involving AIP/IRI plans for all students not performing at achievement levels as required by the State (ACT 35);
- Actions involving collaboration of all persons and organizations necessary to conduct an intervention;
- Actions involving equity (e.g., funds and programs used to reduce differences among population groups);

- Actions involving evaluation (e.g., periodic review of the plan and revision as required—formative and summative evaluation provisions);
- Actions involving professional development (e.g., provisions for appropriate training for staff and administrators);
- Actions involving technology (e.g., technology used in appropriate ways to achieve the benchmark);
- Actions involving Special Education (e.g., activities in accord with IDEA). Schools that have a special education trigger should include priorities for special education in each building and district ACSIP (this portion of the ACSIP will be approved by the Special Education Unit—contact the local Special education supervisor for assistance with this priority);
- Actions involving the attributes of a school-wide or targeted assistance program in each building, if applicable;
- Actions involving wellness activities contained in a priority for each building and district (this portion will be approved by the Child Nutrition Unit—contact the Regional Child Nutrition Specialist for assistance with this priority);
- Actions involving Scholastic Audit, if applicable, to address the findings of the audit and to include the Standard and Indicator number (may be an intervention, as well); and
- Actions involving parental engagement (Act 307 of 2007) where parents are encouraged to support and extend the resolution of the identified problem.
  - Parental Engagement actions shall include provisions for the following activities and items:
    - Informational Packets (formerly family kits);
    - Parent Involvement Meetings (formerly Parents Make a Difference evenings);
    - Volunteer Resource Book;
    - School’s process for resolving parental concerns in handbook;
    - Seminars to inform the parents of high school students about how to be involved in decisions course selection, career planning, and preparation for postsecondary opportunities;
    - Enable formation of PTA/PTO; and
    - Parent Facilitator.

Funds to support intended actions must be clearly delineated within the ACSIP. Responsible parties, timelines and outcomes are also identified within the actions in the ACSIP.

Clearly, the ACSIP provides a foundation to support a continuous improvement process. ADE is committed to the foundational structure of ACSIP requirements and seeks through this ESEA Flexibility proposal to help districts and schools re-conceptualize the use of ACSIP to facilitate data-informed continuous improvement cultures at the local level by providing differentiated consequences, recognition, intervention and support as described in Principle 2 of this proposal. The first step in this process is differentiating the ACSIP submission cycle by allowing Exemplary and some Achieving (2A) to submit ACSIP on a three-year basis provided these schools continue to meet Performance AMOs and Growth AMOs (and Graduation Rate AMOs for High School) for math and literacy for All Students and the TAGG. Schools with greater needs (Achieving

Schools that don't meet both Growth AMOs and Performance AMOs, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority) will submit ACSIP annually, with Needs Improvement Focus and Needs Improvement Priority Schools formalizing interim measurable objectives in their TIP and PIP embedded within their ACSIP.



*Figure 2.12.* Re-conceptualizing the School Improvement Process and Statewide System of Support.

Arkansas's schools are experiencing increased poverty across most school populations, and growing diversity in student populations in its urban and suburban schools. Arkansas's percentage of students receiving Free or Reduced Meals has climbed from 50.1 percent to 59.1 percent in six years (ADE, 2011). The challenge for the ADE has been its capacity to intensively support schools with greater systemic needs while providing aligned resources to support an increasing diversity of schools in their efforts to improve instruction and achievement. As the variation in schools' needs has increased, access to evidence-based resources provided by the USDE and other organizations has also increased. However, the time and local capacity to locate and integrate aligned resources remains a constraint in local and particularly rural systems.

The SSOS plan capitalizes on the advances in Arkansas's longitudinal data system and increased cross-agency partnerships. These advances will allow the ADE to maximize its efforts to build local and state capacity to serve the needs of districts and their schools differentially utilizing aligned, evidence-based resources. Significant advances in Arkansas's longitudinal data system and expanded interagency partnerships through a Center for Educational Leadership and Technology (CELT) grant have enabled cross-agency data sharing and enriched Arkansas's available research and information for decision making across public preschool through postsecondary education systems. Arkansas was among the first states to meet 10 of the 10 essential elements of statewide longitudinal data systems outlined by the Data Quality Campaign. Further, Arkansas meets nine of

the 10 actions to support effective data use and is on track to meet all 10 actions in the immediate future. Arkansas established the Arkansas Education to Employment Tracking and Trends Initiative (AEETT) among the ADE, Arkansas Department of Higher Education (ADHE) and the Arkansas Department of Workforce Services (ADWS) in 2009, to enable cross-agency data sharing and support research connecting P-20 leading indicators with postsecondary and career outcomes. The AEETT Initiative allows creation of detailed High School Feedback reports to inform Arkansas high schools regarding their students' preparation for successful postsecondary education and/or the workforce.

Additional projects funded through the CELT grant enabled significant advances in Arkansas's longitudinal data system that enhanced the Teacher Student Data Link (TSDL) to promote effective use of data for local decision-making. The Expand Enterprise Data Warehouse with Local Assessment Data and Teacher Student Link to Feed Data Visualization project, the Enterprise Architecture project, the Daily Roster Verification Pilot project, and Educator Data Integration project have expanded the longitudinal data system's architecture and capabilities necessary to support expanded district, school and classroom level data visualization and reporting tools. Pilot projects include assimilating uploaded classroom level assessment scores for integration with summative and interim assessment scores for use with Arkansas's data visualization and reporting tools that will enhance local and state-wide data-informed decision making as described throughout this ESEA Flexibility proposal. These advances in the P-20 longitudinal data system, coupled with changes to educator evaluation policy, position Arkansas to meet 10 of 10 *State Actions* recommended by the Data Quality Campaign as essential to linking data use to improved student achievement (Data Quality Campaign (DQC), 2011). These *State Actions* enable leaders at the state and local levels to connect professional development and credentialing decisions to indicators including student growth and achievement outcomes.

These advances enhance ADE's ability to use continuous feedback loops illustrated in Figure 2.13 to ensure data will be available to move this re-conceptualization of SSOS from vision to action. The continuous feedback loops in the system will promote coherent use of data within and across school, district and state levels of decision-making to ensure congruence in level and diversity of need with level and diversity of support. The school, district and state level indicators provide a rich source of information about the progress of students on the path to CCR, as well as patterns and trends across various levels of the educational system. Arkansas's longitudinal data system will support a culture of effective data use across multiple agencies vested in the outcomes of the P-20 system. Continuous feedback within this system provides supporting agencies with information to guide decisions for resource development and allocation with the goal of supporting schools' and districts' continuous improvement processes.

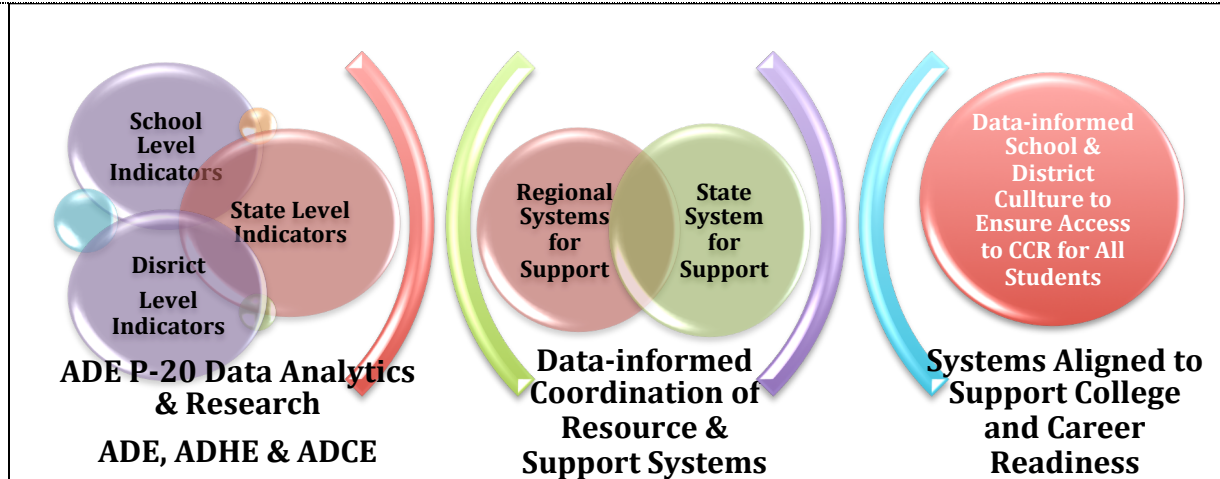


Figure 2.13. Ensuring congruence in level and diversity of need with level and diversity of support.

Data analytics provide ADE with information to monitor whether Achieving Schools continue to meet required AMOs as well as AMOs for ESEA subgroups, or whether patterns of concern emerge that need to be addressed globally in DARTSS or more specifically within the local district and school systems. Data analytics also provide important information for ADE to monitor the progress of Needs Improvement Schools in meeting the AMOs and ESEA subgroup AMOs. The analytic tools help ADE understand the nature, degree and specifics of district and school academic needs and to direct closer monitoring efforts (moderate engagement) to those systems that are not showing progress over time.

For example, ADE can gauge the level of relative growth of schools or districts within the state using the Hive data visualizations and analytics system available at <http://hive.arkansas.gov/home>

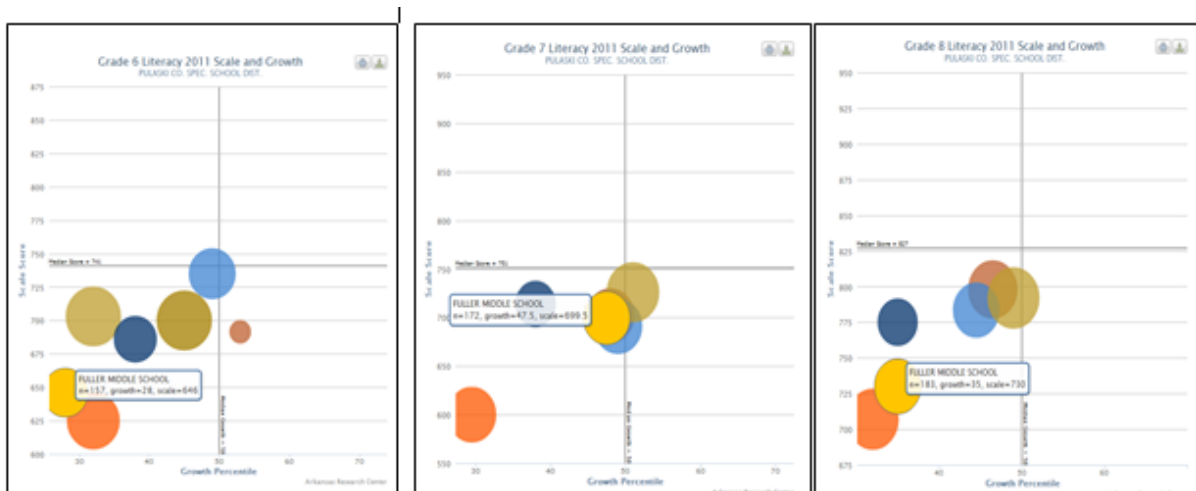


Figure 2.13.1. Median student growth percentiles for middle schools in a school district by grade.

Figure 2.13.1 Illustrates one type of summary information available to districts and schools for

local needs assessment in ACSIP and to ADE in monitoring SSOS relative to districts' and schools' needs. In this example, one year of relative student growth for Fuller Middle School is provided in literacy. Note that Grades 6 and 8 are at the lowest quartile for growth and the lowest quartile for performance relative to other students in the state. In contrast, Grade 7 growth is closer to median growth although performance is still lower than desired. This information is useful to schools in helping to direct local needs assessment. Why are Grades 6 and 8 relative growth so low? What factors are contributing to this? Curriculum alignment? Instructional alignment? Classroom assessment alignment? Classroom expectations for academic press? The information provides the local systems with a place to start digging deeper into the local issues that may be impacting student learning.

At the state level, broader analytics may identify district systems that need further support to meet the needs of their schools, whether through assistance in needs assessment and deeper analysis, or through accessing resources and other available supports regionally to improve outcomes for students.

### **SSOS to Improve Performance of ELs and SWD**

As indicated in Principle 1.B., ADE is incorporating Universal Design for Learning Principles (UDL) within the professional development for all teachers and leaders to support districts and schools through the transition to the CCSS and PARCC assessments. ADE is working with committees of Arkansas educators to develop instructional and local assessment resources to support ELs and SWD during core instruction (SCASS ASES and ELL SCASS).

Further consultation with teachers serving ELs and SWD identified the need for ADE to provide additional resources through SSOS to assist all general education, EL and SWD teachers and instructional facilitators with specific instructional challenges in implementing CCSS. Specifically, teachers have asked ADE to develop and provide resources to help ELs and SWD use key ideas and details from text to gain meaning, and resources to match appropriate informational texts with language and reading levels of ELs. These resources will provide critical statewide support to teachers implementing the shift to using much a higher proportion of informational text in literacy instruction. This work will commence in the summer of 2012 with resources developed and released on an ongoing basis.

ADE contracts with an EL specialist through the Mid-Continent Comprehensive Center to develop and provide professional development to teachers working with ELs. These professional development opportunities are offered throughout the year. ADE monitoring of Focus and Priority School ACSIP plans will allow ADE to provide directive support to connect these most needy schools with these resources as a priority for participation. For all other Title I schools, the ACSIP process allows districts and schools to align their resources to support other expenses such as travel or the cost of substitute teachers for their teachers' and leaders' participation in professional development provided through ADE's SSOS efforts. In schools and/or districts with identified concerns for ELs and SWD the ACSIP approval process provides a check and balance through moderate engagement of ADE in systems where these needs are greatest and the ACSIP doesn't reflect appropriate interventions or resource allocation. For example, a school that is not meeting AMOs (growth, performance or graduation rate) for ELs or SWD would be expected to have interventions and resource allocations to address these concerns commensurate with the need. ADE approval of ACSIP on an annual basis for some Achieving Schools and all Needs

Improvement Schools provides opportunity to ensure alignment of needs with appropriate interventions and resources.

### **Incentives for Improving Student Achievement, Closing Gaps and Improving Instruction**

All schools will be expected to meet annual individualized prior performance-based AMOs at the school, TAGG and ESEA subgroup levels. It is important to underscore the potential of the new AMOs for schools, their TAGG and their ESEA subgroups, as strong incentives for improving student achievement and closing achievement gaps. These progress targets for schools are conceptually similar to growth or progress targets for students that focus on moving students from their current achievement status toward annual expected growth or progress. These prior performance-based AMOs require all schools and the subgroups within schools, to close the magnitude of the achievement gap within a limited, but realistic timeframe. The use of the TAGG to activate ESEA subgroup accountability focuses more schools on the performance of all students at risk of not achieving CCR, thus bringing more attention to the ESEA subgroups within each school. Achievable annual AMOs are more likely to incentivize authentic school improvement, rather than compliance-motivated improvement planning.

The re-conceptualizing of school improvement planning and the SSOS (Figures 2.12 and 2.13) will help incentivize schools to use their school improvement processes to engage in long-term, continuous improvement strategies. To augment this effort, and to build capacity, the ADE proposes to allow greater flexibility in school improvement planning cycles based on schools' accountability status. As explained earlier, Exemplary and Achieving schools that meet AMOs for both performance and growth will be awarded greater flexibility in school improvement planning. Annual financial adjustments may still be necessary to comply with federal requirements. This provides an incentive to schools where improvement efforts are working to maintain successful practices. In schools that are not achieving AMOs, this paperwork reduction provides an incentive to create meaningful long-term plans that are likely to result in improved instruction and student achievement. This longer monitoring cycle for some Achieving and Exemplary Schools recognizes these systems are functioning in a manner that meets their students' learning needs and frees them from annual paperwork requirements. Stakeholders listed reduction in reporting and paperwork as important incentives that would free schools and their districts to spend more time and effort on improving instruction and achievement. Further, the three-year cycle for Exemplary and some Achieving Schools will free up ADE's human and material resources to target effort and assistance to support Priority, Focus and all other schools designated as Needs Improvement.

Exemplary Schools will have the additional incentive of public recognition and will serve as model schools to share successful strategies used to meet the needs of all learners. Given the ADE's plan to identify Exemplary Schools from among high performing, high performing/high TAGG, high progress and high progress/high TAGG schools, Exemplary Schools will represent a variety of levels of diversity in communities successfully preparing students.

An important incentive for all schools that has been underscored in its primacy by superintendents and building leaders during consultation, is the waiver of the set asides under ESEA Section 1116(a). Supplemental Educational Services (SES) and public school choice are required under Arkansas law and funded through local use of state categorical funding. SES are additional academic instruction designed to increase the academic achievement of students in



schools in the second year of improvement, corrective action, or restructuring. However, waiver of the set asides for Title I, Part A funds will provide districts, where appropriate to their accountability status, with greater flexibility in aligning state and federal resources to strategies for addressing the needs of schools in Needs Improvement, Priority School and School status. District level flexibility in the use of these funds will allow district leadership teams to more aggressively target schools with greater needs and/or larger populations while still providing appropriate support to Needs Improvement schools that may have a limited area of concern or a small population with needs.

This flexibility is accompanied by greater responsibility at the district level for achieving annual AMOs. Failure to meet AMOs for two consecutive years for a school's All Students group and the TAGG may result in increasing oversight of district improvement planning activities, particularly if ESEA subgroup results reveal persistent patterns of low performance. State level data analytics will provide ADE with access to trends and patterns among all schools (including Title I schools) that may signal the need for greater oversight or revision of state support and interventions for some Achieving and Needs Improvement schools through the annual ACSIP approval process. For example, the ADE may find a pattern among schools missing the AMOs for their TAGG group that is related to a specific subgroup such as SWD. The state level analytics would alert ADE to examine the district and school level strategies and resource allocations that may be contributing to this pattern. Guided by this information, an ADE SIS may need to work more closely with a district improvement team to uncover the contributing factors and develop strategies to address these factors. This allows for a tailored approach that integrates incentives and responsibility that is more likely to reap intended results than a one-size-fits-all support and intervention process.

### **Supports for Improving Student Achievement, Closing Gaps and Improving Instruction**

The ACSIP process requires that schools use additional local data for deeper analysis of concerns identified through the use of state CRT results. These other data include the results of several CCR measures such as Graduation Rates, Explore, Plan and ACT results, AP Exam results, and Grade Inflation and Remediation Rates. As mentioned in Section 2.A. an intended outcome of the DARTSS is to provide deeper diagnostic views of school and student CCR indicators that will jump-start stalled continuous improvement processes, and ultimately lead to daily micro-adjustments to learning strategies, thus maximizing students' access to CCR. To accomplish this outcome, ADE is envisioning and working toward an enhanced, thematic reporting of critical indicators along the pathway to CCR. The ADE will report annual accountability designations, as well as progress on CCR relevant indicators based on schools' grade range. Color-coding will be used to enhance interpretation of indicators to facilitate connections between accountability and continuous improvement planning. Concomitant and transparent reporting of ESEA subgroups' progress provides an early warning system regarding students *within* the TAGG that may be contributing to schools' overall achievement gap.

An early concept version of a school accountability report page with color-coding is provided in Figure 2.14. This example was drafted based on elementary and middle level accountability elements. A high school report would include the graduation rate in place of or in addition to the growth columns. Some high schools include Grades 6, 7 and/or 8 and will have growth data. Others will not include these grades and will not have growth measures available until PARCC

assessments are in place. Note how the color-coding of the TAGG and ESEA subgroups immediately draws the eye to any areas of concern for performance. In both examples, these schools would be considered Needs Improvement Schools because AMOs were not met for both subjects, or for both subjects and Graduation Rate in the high school example.

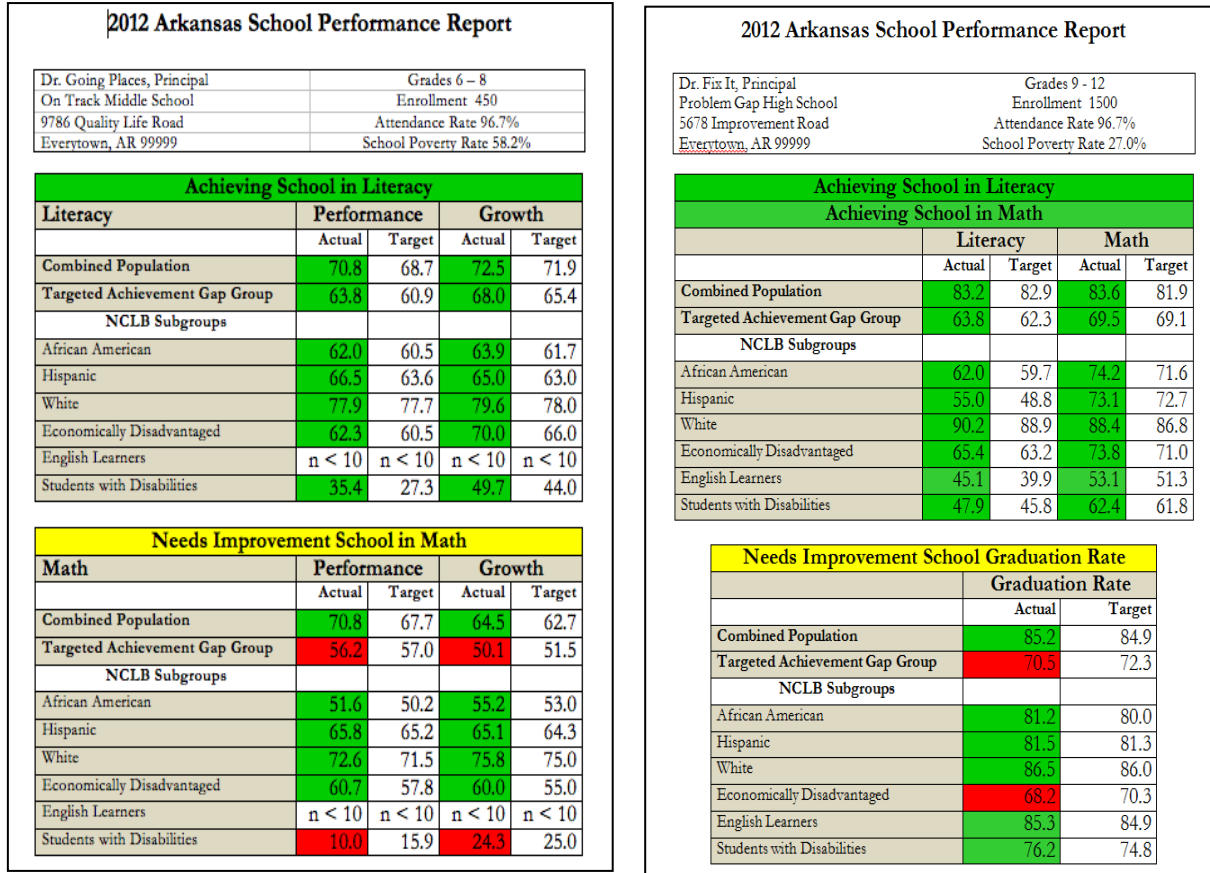


Figure 2.14. Early conceptualization of school performance report cover page.

On the cover page of this draft school performance report, the link between the ESEA subgroup that did not meet its AMOs is evident as the contributor to the TAGG not meeting its AMO. The targets and the school’s performance are readily available for comparison. In instances where the TAGG meets the AMO, but an ESEA subgroup does not, the ESEA subgroup scores will still reflect the red early warning color to draw attention to the needs of this group within the larger TAGG. Again, this is a critical enhancement of transparency of accountability and reporting that includes more schools in accountability for at risk students while providing important information that previously was not as visible because the ESEA subgroups’ scores were accompanied by a designation of ‘Not Applicable’ when the number of students fell below the minimum N of 40.

In order for schools to engage in meaningful analysis and planning efforts the global accountability indicators must be augmented with more and deeper indicators relevant to a school’s grade configuration. Arkansas’s existing school performance reports include numerous statistics that are important indicators along the pathway to CCR. At present, these data include the following.

- CRT achievement scores disaggregated by ESEA subgroups
- NRT achievement scores for Grades 3-9
- State and NCLB Accountability Status
- Accreditation Status
- Grade level retention rates
- Attendance rates
- Discipline and safety indicators
- Teacher Quality indicators
- School Choice indicators
- District level economic indicators including poverty indicators, per pupil expenditures, mills voted, total expenditures and relative expenditures within the total for instruction, administration, extracurricular activities, capital expenditures, and debt service.
- High schools include additional indicators such as
  - Dropout rates for high schools
  - Number of Students Taking AP Courses
  - Number of Students Taking AP Exams
  - Number of Students Scoring 3, 4 or 5
  - ACT School Average Score: Composite, English, Reading, Math and Science
  - Remediation Rate (% of ACT scores below 19 in math or English for senior class)
  - Grade Inflation Rate: % of students with GPA of 3.0 or higher that did not score proficient on Algebra and Geometry Exams.

As Arkansas continues its research and development in collaboration with the Arkansas Department of Higher Education and the Arkansas Department of Career Education, additional evidence-based indicators may be added to the report and organized thematically to enhance interpretation of a school system's effectiveness and progress in preparing all students for college and/or career success. For example, these indicators may include the following.

- College and career preparation indicators
  - Work Keys aggregated scores and/or other assessment scores for measuring preparation within specific technical careers
  - ACT aggregate scores and/or other NRT and CRT scores for measuring college preparation
  - Postsecondary enrollment indicators
  - Postsecondary remediation indicators
- College and career success indicators
  - Postsecondary degree completion (technical, bachelors, and advanced degrees)
  - Career placement indicators
- Early pathway indicators linked to CCSS and PARCC assessments for Grades K – 8
- Return on Investment (ROI) indicators

Arkansans have asked for a simpler accountability and reporting system that clearly indicates the school's progress in meeting student performance goals yet maintains the focus on all students. This proposal is an important step in streamlining disparate state and federal accountability and reporting systems into a unitary, focused system that meets the needs of stakeholders to ensure schools are providing all students with access to and achievement of CCR standards. This reporting system signals the level of ADE support and interventions schools require, and the areas in which needs are evident.

As indicated in Figures 2.12 and 2.13, the ADE is re-conceptualizing its SSOS to enhance its capacity to affect dramatic change in Priority and Focus Schools, and to provide incentives for all districts and schools to ensure high quality instructional programs and supports meet the needs of all students in their systems. The ADE anticipates renewed capacity to serve the more dramatic needs of its Focus and Priority Schools based on the proposed interventions for these schools, and renewed capacity to support all other schools by focusing on the district as the primary point of support and responsibility for school improvement as described under the incentives. Additionally, the ADE proposes a shift in its role as a resource provider to one of resource broker. The USDE's National and Regional Comprehensive Centers have led to an explosion of high quality information to guide best practices to meet a variety of student needs. Although these resources are readily available, constraints of human resources in many districts, particularly rural districts, prevents school and district improvement teams from accessing these resources to guide the development of their improvement strategies. The ADE proposes to act as a resource broker to centralize access to and encourage use of these resources by expanding its School Improvement Resource webpage to include thematic links to evidence-based strategies and supports and to model the use of these resources in its collaborative efforts with district and school leadership teams.

For example, the National Center for Instruction provides a wealth of materials to support teachers and leaders in planning and implementing strategies for struggling readers (children and adolescents). Analyses of Arkansas's state-level and regional-level assessment data indicate literacy is a primary challenge in poor, rural community schools. The most recent Webinar published at the Center, *Improving Adolescent Literacy in Rural Schools: A Schoolwide Approach*, includes timely and pertinent information to inform the development of the PIPs and TIPs in Arkansas's rural high schools. The majority of Arkansas's rural high schools are less likely to have the time to search library databases for evidence-based resources and they may be unaware of this resource. Intentional linking of resources based on themes within the School Improvement Resource webpage, coupled with local needs-based collaboration with ADE and regional specialists will increase the likelihood schools will use these resources to guide planning of comprehensive and targeted strategies. There is a capacity building connection here as well. Once school and district personnel are connected to one resource within these websites, they are more likely to navigate within these sites to additional resources to meet their needs. Further delving on the Comprehensive Center on Instruction site might lead educators to the Doing What Works resources on Adolescent Literacy or the Adolescent Literacy resources for principals, *Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders*, and the teachers' guides *Effective Instruction for Adolescent Struggling Readers-Second Edition* and *Assessments to Guide Adolescent Literacy Instruction*. Similarly, the National High School Center link would connect local leadership team members to *Tiered Interventions in High Schools: Using Lessons Learned to Guide Ongoing Discussion*. Many low performing high schools struggle to establish effective tiered intervention systems, and schools with achievement gaps struggle to effectively meet the needs of particular populations within their schools. More direct access to these and related sites will increase ADE's capacity to provide resources while building local capacity to access high quality, evidence-based tools and strategies for improving instruction. The National Centers include a wealth of resources tied to the focus on CCR that may go unused at the local level without intentional resource brokering by the ADE.

Centralized access to resources through the School Improvement Resource webpage provides a base layer of support for all schools. Priority and Focus Schools will be supported directly through the interventions specified in Sections 2.D and 2.E. For all other schools, the SSOS provides an avenue to request ADE assistance for comprehensive needs assessment through Scholastic Audit and/or intensive or targeted support from SSTs. SST members are selected based on the specific needs identified by the district and local school teams with the guidance of an ADE SIS. SST members may be content area specialists housed at RECs or regional STEM centers, higher education faculty, Education Renewal Zone personnel, and ADE specialists with expertise in areas of identified need. The aforementioned regional professional development and technical support organizations provide valued services to schools based on regional needs identified through regional analyses of implementation and outcome indicators supplemented by statewide analyses conducted using the statewide data network.

An intended result of this SSOS re-conceptualization, as well as the aforementioned incentives and supports, is to improve districts' and schools' instructional programs and increase their access to resources, programs and expertise that will enable increased student and school performance in identified areas of need. Through this flexibility request the ADE plans to build the capacity of the agency, districts and schools to allow for more intentional time spent in action related to improving schools' focus on student learning. This plan reduces the paperwork burden for Exemplary and Achieving Schools currently preoccupying personnel, refocuses the work of the ADE SISs to collaborative planning and support, and increases communities' access to state and national resources.

## 2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
  - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
  - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

### **Build SEA, LEA and School Capacity to Improve Student Learning**

The timing of this flexibility request with early implementation of CCSS, PARCC and TESS components in Arkansas’s schools proffers an opportunity for the ADE to synthesize greater coherence among previously isolated silos of State support and capacity building activities. Arkansas has devoted resources to develop support structures such as RECs, STEM centers, and Education Renewal Zones whose activities are intended to increase capacity at the state, regional and local level. Intentional coordination of these development efforts through the plans described in Principles 1 through 3 will enable educators to access support within a coherent framework.

Implementation of these three critical elements also provides opportunity and motivation for districts to build capacity to improve student learning. ADE is providing professional development, support and monitoring to ensure an aligned system of support through and following these transitions. Direct technical assistance and informal support will be most intensive in Priority and Focus Schools where ADE engagement will be highest. Continued monitoring and differentiated consequences for all other schools, especially Title I schools, will ensure support will be provided where data indicate more and/or persistent need. ADE must carefully prioritize its direct intervention to support districts improving capacity and outcomes for Priority and Focus Schools in order to avoid spreading the agency’s human resources too thin. Thoughtful, data-informed deployment of technical assistance and support through the SSOS is critical to building districts’ capacity to identify and meet the needs of their schools. Thus ADE will broker resources designed to support districts without Priority and Focus Schools in building local capacity.

ADE utilizes a regional approach to customize support available to schools and districts that allows districts to pool some of their resources within RECs to meet professional development and other systemic capacity building needs. In collaboration with partner organizations such as

regional STEM centers, Education Renewal Zones, among other partners, RECs support schools and districts in self-assessment and planning, develop effective leadership and instructional practices, and provide training, modeling, and facilitation of the use of ADE resources and tools to support improvements. Districts have a strong incentive to participate in REC activities because they add value and needed capacity, provide customized professional development and other supports, and serve as an avenue for networking, particularly in Arkansas's rural communities. This collaborative relationship between districts and the RECs builds trust and a climate of support. Superintendents participate in governance of RECs as members that constitute their boards of directors.

Each REC is led by a director who is a proven educational leader based on his or her prior record of accomplishment. These directors bring a deep understanding of the local, civic, cultural, economic, and educational context and the ability to meaningfully engage local stakeholder groups in their work. The directors are supported by teacher center coordinators who interact with the instructional corps within the region to analyze needs and provide resources and support. RECs employ a variety of specialists to support local districts in technology, data use, core instructional areas, EL programs and SWD programs.

In prior years support and development structures served to provide a series of often isolated or disconnected programs. As Arkansas's P-20 longitudinal data system has evolved, a data-informed culture has begun to emerge. The efforts of regional and State agencies have increasingly drawn on actionable information through the use of continuous feedback and analysis integrated across the data system. More powerful information is readily available to develop educators' focus on the goal of CCR for all students. Educational dashboards are planned to enable teachers to integrate local and State data for richer analyses at the classroom level. The web-based transcript developed through Arkansas's initial SLDS grant now provides critical information to teachers and leaders so they can begin meeting students' needs from the moment they walk through the door. ADE plans to enhance the information available for decision making through daily updates of the enrollment for the educational dashboard enabling teachers to access a dynamic transcript at the student level. The educational dashboard will enable teachers and leaders to integrate and analyze a variety of data to answer deeper questions more relevant to instructional planning and school improvement. Concomitantly, the PARCC will develop interim assessments aligned with the summative tests that will be better suited to inform instructional decisions. The results of these assessments may be integrated into the educational dashboard to enable richer analyses of patterns in student performance at the local, regional and State level. Richer data and analyses are not enough to affect change in practice. Change in practice occurs through sustained development opportunities such as job-embedded professional development within authentic practice environments. Additionally, data analyses is more effective among teams than at the individual level

Schools are encouraged to establish effective learning communities among teachers, leaders and support staff within and across schools to build capacity for professional development and problem-solving. Job-embedded professional development through these learning communities or team structures proffers an authentic vehicle for application of learning, peer networking and reflective practice. These structures and practices are associated with positive change in personal and organizational performance (Bengtson, Airola, Peer & Davis, 2011). Further, evidence supports the need for teachers to work in teams to analyze data for effective use in improving

instruction. In their 2010 report on teachers' ability to use data to inform instruction the Office of Planning, Evaluation and Policy Development found that more data literacy skills were evident, and more valid conclusions and inferences were drawn from data when groups of teachers worked together to comprehend, interpret and apply information from educational data. This is particularly important in schools that are struggling. Thus, Needs Improvement Priority and Needs Improvement Focus School interventions include development of these learning communities to augment local capacity for professional development and data-informed problem identification, problem clarification and problem solving. Schools with Needs Improvement status may access support for developing effective learning communities through the aforementioned regional support structures.

The strategic plan for CCSS implementation and educator development is an important component of the capacity building for the ADE. It is a propitious moment to ensure existing resources are used to build capacity at the state, district and school levels to attain the vision of providing “an innovative, comprehensive education system focused on outcomes that ensures every student in Arkansas is prepared to succeeding post-secondary education and careers” (ADE, 2011).

The ADE approach to providing a multi-tiered support system is to assist schools and districts to make informed decisions regarding continuous improvement from the “bottom-up as much as possible and top down as much as necessary.” This approach has several advantages. Through the proposed changes in accountability designations, ADE School Improvement Staff will be able to support and/or intervene based on the degree of need as determined by the achievement indicators and implementation indicators in the system. The incentive of flexibility in set asides that this waiver would bring allows district and school leadership to build their local capacity for decision making and holds them accountable for the outcomes of those decisions. Collaborative support from ADE SISs and SSTs (Priority Schools) and state/regional/local content specialists will facilitate knowledge and skill building for leaders and teachers. At the same time this approach puts more responsibility on schools and districts for committing to and enacting change in their local systems. ADE school improvement staff's role within DARTSS will be responsive to the level of initiative and follow through demonstrated by district and school leadership with increased oversight and direction required for systems that fail to engage in diagnostic needs assessment, intervention planning and implementation. Districts that fail to support Priority and Focus School interventions may be subject to Academic Distress status with concurrent state directed use of funds.

The ADE has established several vehicles for monitoring leading and lagging indicators of schools' and districts' response to differentiated accountability requirements. Schools that are demonstrating success by meeting the criteria to be designated Exemplary, and Achieving Schools meeting both performance and growth AMOs will be provided a longer timeframe for submitting their ACSIP, the primary tool for monitoring school improvement processes. Some Achieving (those meeting performance AMOs but not growth AMOs), Needs Improvement, Focus and Priority Schools will be monitored through annual accountability designations followed by monitoring of ACSIP planning and outcomes with a scope congruent to schools' needs identified through their annual school performance report. The ACSIP planning and implementation process requires schools to establish interim indicators of progress for adults and students (leading indicators). Focus and Priority Schools will have more oversight for meeting interim



measurable objectives in their TIP and PIP that will be part of their ACSIP process. As TESS and PARCC assessments are implemented throughout schools in the State, interim achievement indicators will be available to inform teacher and leader effectiveness needs in schools providing a comprehensive accountability and feedback loop for the State and local systems.

The Superintendents Advisory Council to the Commissioner reiterated the importance of flexibility in meeting its needs to develop local capacity for school improvement. The Council supported the conceptualization of initial flexibility to collaborate with ADE to develop Priority and PIP and TIP as well as ACSIP, followed by state directed interventions and actions when districts and schools fail to embrace the responsibility and flexibility to enact change at the local level. Further, the Council approved the use of state-direction/restriction for fund use when schools and districts fail to implement their plans.

The ADE is requesting ESEA flexibility to waive the mandatory set asides of Title 1, Part A funds for transportation, professional development and SES. Districts with Needs Improvement Schools, Needs Improvement Focus Schools, and Needs Improvement Priority Schools are expected to engage in capacity building in these schools by ensuring these funds are redirected to support the interventions and strategies identified within the schools' ACSIP to address specific concerns within these Needs Improvement schools. The level of district autonomy in determining the allocation of these redirected set aside funds is delineated in Sections 2.A. (pp. 66 – 69), 2.E. (p. 102), 2.F. and (p. 119); districts with Needs Improvement Focus Schools and Needs Improvement Priority Schools have the highest level of ADE involvement and lowest level of district autonomy.

Capacity building is not an afterthought of this proposed accountability system. Capacity building is an important consideration that is integrated throughout this proposal and evidenced in the comprehensive development plans detailed for transition to CCSS, PARCC assessments and TESS, as well as the proposed DARTSS. Limited human and financial resources require the ADE, districts and schools to evaluate prudently the existing structures for accountability and school improvement. ADE's response to Principles 1 and 2 of this flexibility proposal includes a thoughtful selection of carefully choreographed strategies to build the capacity of ADE, districts and schools. Principle 3 will demonstrate how the TESS is coherent component within the system of accountability and responsive support to enable data-informed development of local leaders and instructional personnel. The TESS detailed in Principle 3 will assist district and school leaders in building leadership and instructional capacity at the local level. Professional development time, however, is scarce.

### **State Statutory Requirements for SES and Public School Choice**

Arkansas Annotated Code requires schools designated in need of immediate improvement for two consecutive years as defined under § 6.15.2103 to offer public school choice and/or SES (Arkansas Ann. Code § 6.15.2103(c)(1)(2)). The state accountability indices that result in identification for state-required SES have become outdated since initial standard setting was conducted. Thus, few schools are identified as 'in need of immediate improvement' under these measures. Specifically, the schools currently identified consist of seven Alternate Learning Environment schools and the specialty schools for deaf and blind students. Approval of the ESEA Flexibility proposal would result in incongruent accountability consequences. ADE will

seek changes to address this legislation during the Arkansas General Assembly of 2013, working with the community of stakeholders vested in aligning policies to ensure state efforts and resources identify and meet the needs of underperforming students. The goal is to align the state law to mirror the balance of accountability, ADE oversight and flexibility commensurate to that which is proposed in this ESEA Flexibility request and to achieve congruent systems of accountability and intervention.

ADE will work with these schools during this transition period to incorporate any required SES into their ACSIP in such a manner as to ensure alignment of resources to support state requirements as well as interventions aligned with their designation under the proposed DARTSS. For example, a school designated as Needs Improvement, Needs Improvement Priority or Needs Improvement Focus would incorporate the state requirement into their ACSIP and/or TIP/PIP to ensure the SES support or extend the interventions identified during the data analysis and needs assessment. The ADE ACSIP reviewer or ADE SIS will review the alignment of these services within the schools' plans to maximize the efforts to support the lowest performing students.

The following information describes the ADE's existing SES process to ensure effectiveness of SES provided by SES providers. In addition to the information below, performance of SES providers is made transparent pursuant to Arkansas Annotated Code § 6.15.2011 (Attachment 25).

According to application guidelines, SES provider applicants are required to provide evidence for each indicator listed below. In addition, applicants must participate in an in-person interview as part of the final determination of approval status.

- Provide evidence that this program has contributed to a positive impact on student achievement on state, school, and/or another independent, valid and reliable performance test, particularly for low-income, underachieving students (cite available research studies).
- Provide evidence that this program has had a positive impact on student performance using a measure of school grades, homework completion, or school/teacher administered subject area test. Submit data within this section. Place charts/tables at the end of this section.
- Provide evidence of improved student outcomes, such as student attendance, retention/promotion, graduation, family/parent satisfaction, and/or student behavior/discipline. Discuss how the data from these conclusions were derived.
- Provide a copy of the proposed pre and post-test instrument for each grade and academic content area for which services are proposed. These must be available for review at each interview.
- Demonstrate in the application and provide proof of the capacity of the provider to serve any special populations of students, including special education and students with limited English proficiency, proposed to be served.
- Disclose to the ADE and persons reviewing applications and conducting in-person interviews any and all material requirements for participating in the program including internet connectivity, computer or other equipment including equipment and materials supplied by the applicant. And
- Inform the ADE if the provider has been removed from the approved SES provider list of any state, and the reasons for the removal.

Applicants are required to supply both a cost for each pupil for an instructional hour and per pupil for an instructional day AND a specific and detailed description of the pricing structure employed by the provider. As mandated by regulations, charges must not exceed a maximum of \$50 per pupil per hour of instruction, or \$100 per pupil per day of instruction or \$400 per pupil per instructional week, whichever amount is LESS.

Applicants are also required to indicate in the application whether the entity specializes in providing services to SWD and/or ELs.

According to the application and new for the 2011-2012 school year, external providers are also evaluated at the end of each school year to determine a performance category rating. This rating will determine if the provider will remain on the State approved list. Providers are measured in three categories: (1) Academic Achievement, (2) Customer Satisfaction and (3) Program Compliance. The results of the three categories are combined to determine the performance category rating (categories are listed below). Ratings are assigned for each provider and posted on the ADE's website annually. Rating categories are approved, satisfactory, probation I, probation II, and removal.

The provider is also required to submit to the school district and ADE a final written report, with supporting data, that summarizes the progress of all students served with their supplemental services. This information will be used to help determine if a provider will remain on the state-approved list.

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## PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

### 3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

corresponding description and evidence, as appropriate, for the option selected.

<b>Option A</b>	<b>Option B</b>
<input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> <li>i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;</li> <li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li> <li>iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).</li> </ol>	<input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> <li>i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li> <li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li> </ol>

The way the state of Arkansas evaluates teacher effectiveness is changing. The state’s new evaluation system requires principals to spend more time in the classrooms observing and analyzing instruction.

The old evaluation relied on a vague checklist of classroom practice. Teachers did not know what the principal was looking for, so they played it safe and taught a familiar lesson—one they knew would go well but did not improve teaching.

Research revealed almost 90 percent of Arkansas school districts were using some type of checklist as their evaluation instrument. Because there were no descriptors or rubrics, expectations were not clear. This lack of clarity provided little targeted feedback for teachers in improving their professional practice and improving student learning.

Using Charlotte Danielson’s *Framework for Teaching*, Arkansas found a more in-depth process for measuring performance. It requires more time of the administrator and teacher but leads to a much more valuable conversation about improving instruction in the classroom.

Quality teaching begins with a teacher’s formal education, but it grows through a process of

continuous improvement gained through experience, targeted professional development and the insights and direction provided through thoughtful, objective feedback about the teacher's effectiveness. Arkansas took a critical step toward ensuring high quality instruction and instructional leadership through the passage of the TESS that defines a system to support high quality classroom instruction and high quality instructional leadership, i.e., effective teaching and leading in Arkansas's schools (Ark. Code Ann. § 6-17-2802). The 2011 Arkansas General Assembly introduced and passed legislation to standardize comprehensive evaluation and support for licensed educators and non-licensed teachers employed in public charter schools under a waiver of teacher licensure requirements granted by the State Board of Education in the schools' charters. TESS provides statutory direction for reform of teacher and leader evaluation systems. Rules and regulations promulgated as a result of this legislation will provide districts with a blueprint to operationalize a standardized, valid and reliable evaluation and support system focused on professional growth of educators as measured by professional practice as well as student growth and achievement. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, will provide state, district and school educators with essential feedback to ensure CCR access and achievement for all Arkansas students.

As stated in Arkansas's Annotated Code Section 6-17-2802, the Arkansas General Assembly intended to promote the following objectives through TESS.

- Provide school districts a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;
- Provide feedback and a support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;
- Provide a basis for making teacher employment decisions;
- Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support and human capital decisions;
- Encourage highly effective teachers to undertake challenging assignments;
- Support teachers' roles in improving students' educational achievements;
- Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and
- Increase the awareness of parents and guardians of students concerning the effectiveness of teachers

The intent of this legislation is to support effective instruction and leadership. The objectives are congruent with the requirements in Principle 3 of the ESEA Flexibility Request and provide a comprehensive approach to accountability for high quality instruction and instructional leadership congruent with Arkansas's DARTSS. Teacher and leader evaluation is a critical area for reform if educational systems are to improve the quality of instruction to ultimately close achievement gaps and ensure access to CCR standards for all students. TESS is a significant part of a comprehensive and coherent differentiated system for accountability, recognition and tiered support. The law delineates the elements of the evaluation and support system that must be enacted including the required components of summative evaluation framework, the performance categories or descriptors and tiered professional support based on designation within each performance level. As per the law, the State Board of Education is charged to promulgate rules and regulations to operationalize TESS. The final rules and regulations shall without limitation:

- Recognize that student learning is the foundation of teacher effectiveness, and that evidence of student learning includes trend data and is not limited to a single assessment;
- Provide the goals of TESS are quality assurance and teacher growth;
- Reflect evidence based or proven practices that improve student learning;
- Utilize clear evidentiary data for teacher professional growth and development to improve student achievement;
- Recognize that evidence of student growth is a significant part of TESS;
- Ensure student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;
- Require annual evidence of student growth from artifacts and external assessment measures;
- Include clearly defined categories, performance levels and rubric descriptors for the framework;
- Include procedures for implementing components; and
- Include professional development requirements for all administrators and teachers to understand and successfully implement TESS (Ark. Code Ann. § 6-17-2804).

Rules and regulations pursuant to Arkansas Code Annotated Section 6-17-2804 will serve as the guidelines required under Principle 3.A. of the ESEA Flexibility. The ADE and the Arkansas Board of Education are in the process of promulgating these rules and regulations. It is anticipated the process will be complete by the end of the 2011-2012 school year.

The passage of TESS culminated the early work of Arkansas educators seeking to reform the educator evaluation system. A teacher evaluation task force was formed in the spring of 2009 with the purpose of researching, evaluating and recommending a framework for summative evaluation that would include valid assessment of educator practice and professionalism, as well as evidence of educator impact on student growth and achievement. A diverse group of 36 stakeholders met over a two-year period to accomplish this work collaborating with Charlotte Danielson, author of *A Framework for Teaching*. Stakeholders included teachers, principals and representatives from the ADE, RECs, college deans of education, businesses, legislators, school boards, superintendents and district human resource professionals. A list of the task force members and their affiliations is provided in Attachment 14. Many of the recommendations from the task force were incorporated into TESS.

TESS represents a significant change for educator evaluation in Arkansas. Prior to TESS districts chose or designed their own teacher and administrator evaluation instruments. TESS establishes standards for a consistent and uniform evaluation system for the support and improvement of teacher effectiveness across Arkansas. TESS also specifies that the ADE shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators. According to statute, administrator evaluation should be weighted on student performance and growth to the same extent as provided for teachers under TESS. Districts must pilot the model created by the ADE or use a nationally recognized model that meets all the requirements of the law and is approved by the ADE by the 2013-2014 school year. The new system of teacher evaluation will be in place for all districts by the 2014-2015 school year. (See Attachment 5: Ark. Code Ann. § 6-17-2802).

### **Rules Development, Stakeholder Input and Adoption Process**

TESS includes an evaluation component and a complete support system to ensure evaluation is likely to result in improved practice and where appropriate, employment renewal decisions. TESS includes general requirements for educator evaluation and requires operational details be specified in rules. A TESS rules committee was formed with representation from all constituent groups to draft rules and regulations informed by research, best practices and stakeholder input. Representatives on the committee include the following stakeholders.

- Arkansas Education Association (AEA)
  - Teacher representatives and additional AEA staff represent the interests of licensed teachers locally and in Arkansas policy development and implementation;
- Arkansas Association of Education Administrators (AAEA)
  - Includes representation for Arkansas Association for School Administrators, Arkansas Association for Curriculum and Instruction Administrators, Arkansas Association of Federal Coordinators, Arkansas Association for Special Education Administrators, Arkansas Association for Elementary Principals, Arkansas Association for Secondary Principals, Arkansas Association for Gifted Education Administrators, Arkansas Association for Middle Level Administrators, Arkansas Association for Career and Technical Education Administrators;
- Arkansas Department of Higher Education (ADHE)
  - Representatives from postsecondary institutions’ colleges of education and colleges of arts and sciences;
- Arkansas School Boards Association (ASBA)
  - Representatives for district boards of education and state policy development related to boards;
- Arkansas Rural Education Association (AREA)
  - Representatives for small rural and isolated schools’ concerns;
- Walton Family Foundation (WFF)
  - Representatives of business and private sector foundations concerns;
- Arkansas Public School Resource Center (APSRC)
  - Representatives for charter schools and rural schools in Arkansas

The rules committee met September 29, 2011 for the first time to establish an agenda for future work and determine the information that would be needed to inform the rule-making process. The rules committee met in October to hear from the districts that had piloted components of TESS in 2010-2011. The feedback from this meeting was used to formulate a rough draft of rules for consideration during the January 17, 2012 meeting. The committee met twice monthly until the rules were presented to the Arkansas Board of Education for release to the public for comment. A focus group of special education teachers met February 16, 2012, to review the draft rules and provide feedback specific to the concerns of special education teachers. A group of teachers of ELs met March 2, 2012, to more specifically address the concerns of teachers working with these students.

In addition to the rules committee meetings, the ADE hosted public meetings in all geographic regions of the state in November and December in an effort to elicit more input in the rule-making process from all stakeholders. Two sessions were presented at each of five locations (10 meetings total). At each location, one meeting was held at 1:30 p.m. and the second at 5:00 p.m. to provide access to all teachers, administrators, parents and community members. A Commissioner’s memo



was disseminated to announce the meetings, press releases were sent out and all constituent groups were asked to forward the information about the regional meetings to their memberships. The attendees at the ten public regional meetings included the following:

- 98 students
- 22 parents
- 102 teachers
- 300 administrators
- 83 community members

A brief informational PowerPoint presentation was given summarizing the components and timeline of TESS. Attendees were provided the opportunity to comment on TESS, ask questions about TESS and make suggestions for consideration in the rule-making process. At the conclusion of each of the public regional meetings hosted by the ADE, attendees were directed to a survey released on the ADE's website. The purpose of the survey was to obtain feedback for TESS rule-making based on questions and comments from the regional meetings. A Commissioner's memo was released to provide information about the survey to ensure all educators had an opportunity for input to the initial draft of the rules.

The input from the regional meetings and the survey were reported to the rules committee for consideration in their work. Topics of concern that are currently being addressed include incorporation of student growth and achievement, inter-rater reliability and determining criteria for artifacts that can be used to satisfy the external assessments in non-tested content areas to ensure districts have adequate guidance in these areas. The October 31, 2011, meeting of the rules committee included reports from representatives in districts that conducted the 2010-2011 pilot of the TESS framework for assessing educator effectiveness. The pilot district representatives shared with rules committee members the positive aspects of using the standardized framework for teacher observation and the rich discussions that followed observations because of the robustness of the performance descriptors in the evaluation rubric. However, the pilot district representatives shared that they did not include a component for weighting student growth and achievement into the final performance levels. The pilot district representatives shared their challenges as well, leading to a deep discussion of the extent of detail that would need to be provided as guidance in the final rules.

One compelling concern of stakeholders communicated through the regional meetings and the rules committee regards the selection of an appropriate growth model for use in TESS. Constituents have expressed some agreement with the concept of using growth measures in TESS, and concomitantly expressed concerns about how to measure growth in a manner that is sensitive to the variations in demographics and prior achievement in classroom composition. A growth to standard model is currently used in AYP determinations, and a student growth percentile model is used to provide schools with data visualizations of relative student growth. These growth models have limitations and/or drawbacks that inhibit consensus for inclusion in TESS at the time of this proposal. The growth model used in NCLB AYP determinations is limited to use with the Grades 3 through 8 Arkansas CRTs. It is scale dependent and it leaves primary grades and high schools without a summative growth measure.

The student growth percentile model used in Arkansas's data visualization tool to inform students'

relative growth may be calculated across different tests and applied at all tested levels; however, administrators and teachers have raised concerns because of the normative measure of student growth. Further, some conceptions of evidence of student growth involve more qualitative interpretations of this component of TESS. The rules committee has heard these concerns and is deliberating how to include measures of growth in TESS, particularly as Arkansas transitions to PARCC assessments. The rules committee has acknowledged these disagreements are potential obstacles to implementing the law. Thus it is important to build consensus for what constitutes appropriate measures of student growth, and that these measures are congruent with what is valued and provide the best unbiased estimates of student growth compared to expected student growth.

Another concern the rules committee is deliberating is that of weighting student achievement and growth in the determination of an educators' overall performance level. Evidence of student growth is a significant part of TESS, and discussion has centered on the extent to which student achievement and growth outcomes were intended to be included in the system. Notes from rules committee meetings indicate the constituents have different interpretations of the intended weighting. As a result of these concerns, the rules committee has asked to incorporate modeling the impact of the inclusion of student achievement and growth measures at various weights within the 2012-2013 pilot implementation districts to identify and address the concerns that are contributing to these differing viewpoints of what constitutes evidence of growth.

A safeguard is proposed to ensure the use of growth in teacher evaluation ratings is consistent across districts and schools and to ensure congruence between teacher effectiveness ratings and impact on student growth in achievement. The ADE proposes to use a threshold for expected growth that would act as a trigger for concerns and prohibit the designation of a teacher as Distinguished. In grades and subjects where growth model data are available, and of sufficient N to support reliable inferences, the ACTAAP assessments are expected to be used as external assessments in the determination of teachers' ratings. The ADE proposes to limit the designation of teachers as Distinguished in the event that teachers' summary growth statistics fall below a threshold of growth among all teachers in the state. The threshold will be determined prior to the start of 2012-2013 school year after ADE modeling of teacher level growth summary statistics using Growth to Standard (GS) and Student Growth Percentile (SGP) growth models. After modeling, the threshold information will be included in TESS implementation guidance. In the event that a teacher receives strong professional practice ratings and demonstrates a low impact on student learning, it is expected that the teacher's Professional Learning Plan (PLP) will address this discrepancy and its root causes. Persistently low student growth will result in a lower teacher effectiveness rating. For example, teachers rated as Proficient, rather than Distinguished, due to low growth of his/her students will be rated as Basic if the low growth of his/her students persists over multiple years as indicated in the Rules for TESS. Likewise, teachers rated as Proficient or Basic may have their rating reduced to a lower level of teacher effectiveness in the event their students demonstrate persistent low growth (a level below the threshold for multiple years).

The special education focus group meeting held February 16, 2012, provided additional input to the rule-making process. This initial meeting was informational, providing special education teachers and supervisors with the basic components of TESS, and eliciting their concerns regarding the need for differentiated training for special education teachers and supervisors, and inclusion of specific guidelines for differentiation of the evidence used to support performance descriptors for special education teachers. This representative group will provide additional input based on feedback from

other special education teachers and supervisors for the remaining rules committee meetings.

The Assistant Commissioner of Human Resources and Licensure and educator evaluation lead conducted meetings with two groups; EL teachers and special education teachers. The teachers were asked to examine Danielson’s framework, which informs the rubric for Arkansas’s teacher evaluation system. The teachers were asked to identify components of the framework that might require modification based on the groups of students served. The teachers were also asked to submit suggestions on the application of student growth to the summative evaluations. Follow-up meetings are scheduled to provide further input during the implementation process.

Rules for implementing TESS address the questions and concerns expressed through stakeholder input and rules committee discussion. In April 2012, the draft rules were presented to the Arkansas State Board of Education for review and released for public comment. After the public review and revision process, final rules will be presented to the State Board of Education for approval. Once Board approval is attained the rules will be submitted to the Legislative Rules Committee as per the Administrative Procedures Act. It is anticipated this process will be completed by the end of the 2011-2012 school year.

### **Continuous Improvement**

An effective accountability system cannot exist without an evaluation system that provides teachers and administrators with targeted data and information on educator practice and student learning to foster professional growth. The components of TESS enhance a comprehensive and coherent system of accountability and support that aligns all components of the system with CCR Goals. TESS provides an integrated system that links evaluation procedures with curricular standards, professional development activities, and targeted support.

The ADE is focused on improving educator and leader practice through a system of summative evaluations and formative observations that provide a continuous feedback loop for teachers and administrators to address teacher and student learning needs. Summative evaluation will include pre-observation conferencing, formal observation for at least 75 percent of the instructional period using a specified evaluation rubric with specific performance descriptors, and post-observation conferencing to include evidence provided by the teacher to inform the evaluation. A PLP will be developed to address findings from the summative evaluation. The plan must include half of the professional development hours required by rule or law and must address the teacher’s content area, instructional strategies related to the teacher’s content area, or the teacher’s needs identified through summative evaluation. Interim appraisals will include formative observations of teacher effectiveness to enhance the ability of district and school administrators to provide ‘just in time’, job-embedded professional development and support in addition to more formal professional development and growth opportunities. The frequency of formative observations will allow administrators to take the pulse of implementation of recommended improvements in instructional strategies at the classroom level. Formative observations will be used to build a collaborative and supportive learning process within schools that is likely to improve student achievement in the short and long term.

TESS enhances the goals of Principle 2 by assisting all districts’ and schools’ continuous improvement planning. Teacher and leader evaluations will inform the development of district and school professional development plans within the ACSIP, and in the case of Priority and Focus

Schools, within the PIP and TIP. This will ensure coherence in needs assessment and continuous improvement planning, particularly in struggling schools. Struggling schools in particular need a very concise, consistent evaluation support system. Research from the task force revealed that 87 percent of districts in the state have been using different checklists for teacher evaluations. The instruments were varied and did not provide any targeted support to teachers, nor did they use documented evidence to support the ratings. Many times struggling schools are overwhelmed with the enormity of the task of improving student learning overall, or for a particular population of students. Standardizing evaluation rubrics and criteria for performance levels will assist educators in maximizing the effectiveness of student learning.

TESS provides an instructional and leadership accountability and feedback system to inform continuous improvement planning and to focus districts' and schools' time, efforts and resources with regards to the development of its human resources. The new evaluation system will provide critical data and information needed to transform struggling schools, and allow district and school leadership to differentiate support. With differentiated support, all teachers, including teachers who provide services to at-risk subpopulations, such as SWD and EL teachers, will receive assistance to enhance their professional practice and to implement all aspects of CCSS. The differentiated support provided in the system will inform coaching, professional development and, where appropriate, employment renewal decisions.

### **Components of TESS**

TESS includes a four-tier rating system that differentiates performance levels of educators as Distinguished, Proficient, Basic or Unsatisfactory (Ark. Code Ann. § 6-17-2805 (a)(2)) and differentiates intervention and support based on these ratings. The four performance levels are determined using an evaluation rubric as well as evidence of student growth and performance (Ark. Code Ann. § 6-17-2805 (a)(2)(c)(d)). Charlotte Danielson's *Framework for Teaching* was determined to be congruent with Arkansas's desired evaluation framework for assessing educator practice and was piloted in several districts during the 2010-2011 school year prior to the enactment of TESS. The *Framework for Teaching* details 22 components of professional practice that are grouped into four broader categories for evaluation. These components provide a valid, research-based framework for evaluation of educators that incorporates national best practices. Danielson's Framework coupled with rigorous training in the use of the Framework was demonstrated to produce observational outcomes that highly correlate with student growth in the Gates Funded Measures of Effective Teaching (MET) study. The *Framework for Teaching* is used for observation as well as pre- and post-observation conferences to ensure adequate evidence to support the ratings includes the use of student growth and achievement outcomes.

The four categories for evaluation of educator practice include the following:

- planning and preparation
- classroom environment
- instruction
- professional responsibilities

The *Framework for Teaching* provides evaluators with detailed rubrics that include performance descriptors and evidence criteria for rating teacher practice within each of the aforementioned categories. The use of the detailed performance descriptors and evidence criteria in the rubrics

ensures a valid, standardized approach to observational ratings of educator practice.

Based on summative evaluation, educators receive ratings for each of the 22 components within the four categories. The ratings determine the frequency of formal summative evaluation, interim appraisals and the level of support and learning to be specified in a PLP. Section 6-17-2808 specifies the frequency of evaluation based on educators' performance ratings, and Section 6-17-2806 of Arkansas Annotated Code specifies the support components of the evaluation system based on educators' ratings. Teachers who are considered novice or probationary are evaluated annually using the formal summative evaluation process. Non-probationary teachers that are not in Intensive Support Status receive a formal, summative evaluation every three years. New teachers may be novice (first year) or Probationary (two to three years). Novice, probationary and non-probationary teachers may be placed in Intensive Support Status based on the summative evaluation (Ark. Code Ann. § 6-17-2807). A teacher is placed in Intensive Support Status if the teacher has a rating of Unsatisfactory in any one entire teacher evaluation category of the evaluation framework, or if the teacher has a rating of Unsatisfactory or Basic in a majority of the descriptors in a teacher evaluation category. Figure 3.1 provides an overview of the differentiated support based on ratings.

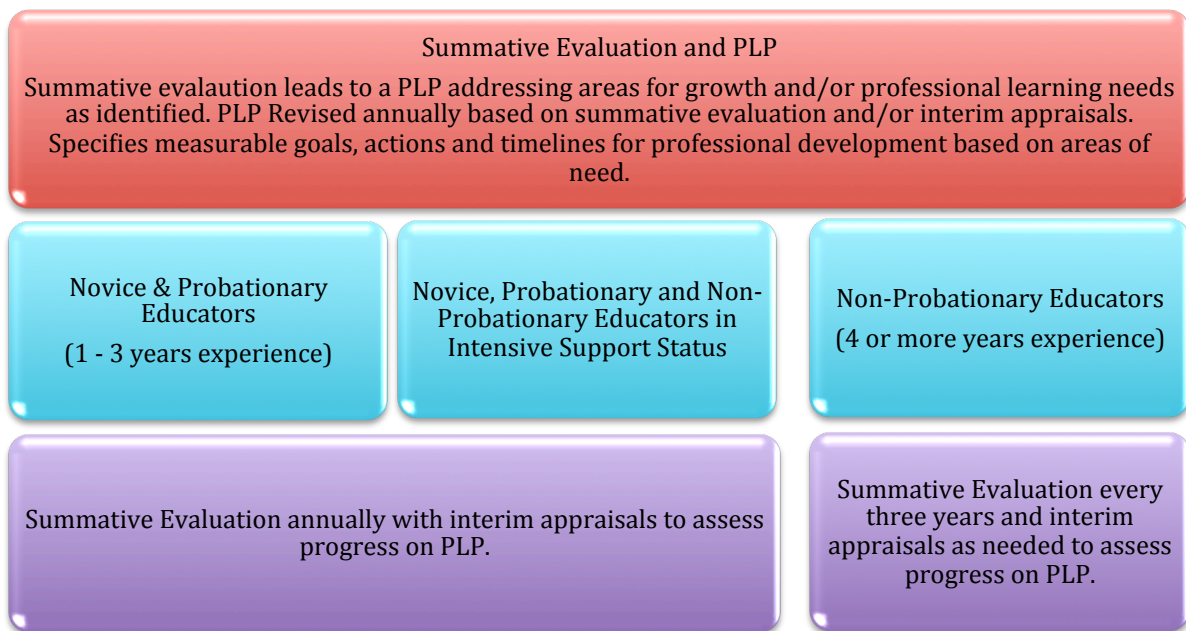


Figure 3.1. Overview of TESS and differentiated system of support.

Educators will receive a performance rating annually and aggregated reports of educator performance ratings will be included in the teacher quality indicators of the annual school performance report. All educators' ratings will be published in aggregate form at the school, district and state level on the annual school performance report. Each year all educators will complete a PLP in collaboration with the evaluator. The goals of the plan will be directly related to the areas identified from the most recent summative evaluation as needing improvement.

TESS requires that teacher evaluation include annual evidence of student growth from artifacts and external assessment measures, as well as judgments regarding teachers' professional practice using a clearly defined framework designed to ensure teacher quality and promote teacher professional

growth. Teachers are classified into one of four performance categories based on their impact on student learning and their professional practice: Distinguished, Proficient, Basic, and Unsatisfactory. Teachers' performance levels are determined using the intersection of their professional practice ratings and teachers' impact on student learning as evidenced in artifacts and external assessment measures.

Evaluators classify teacher's professional practice using detailed rubric descriptors for subcategories within in four categories of practice:

- planning and preparation,
- classroom environment,
- instruction, and
- professional responsibilities.

These classifications take into account classroom observations, artifacts of preparation, instruction and assessment, contribution to professional culture, and student feedback, among other considerations.

Another part of the performance level judgment considers whether the educator's impact on student learning is low, moderate, or high. Even though a certain percentage of student performance is not assigned to the overall teacher evaluation in the TESS law, it does specify that **half** of the evidence used to evaluate teachers must be student performance indicators that are externally generated, or artifacts that the teacher has not designed or scored. This part was purposely added to the law to ensure an emphasis on student performance based on external measures such as state and national assessments

Summary growth statistics at the teacher level that may be available include the GS growth model percentages, median SGP using the SGP model, and/or results from local district or school measures of achievement.

- GS statistics are available for Grades 4 to 8 in math and literacy using the ACTAAP CRT assessments.
- Median SGP are available for
  - Grades 1 – 9 for Reading and Math on ACTAAP NRT exams
  - Grades 3 – 8 for math and literacy on ACTAAP CRT exams
  - Grade 11 literacy, End of Course Algebra and End of Course Geometry on ACTAAP CRT exams
  - Grades 5 and 7 science on ACTAAP NRT or CRT exams and End of Course Biology ACTAAP CRT exams

The pending rules for TESS delineate the other external assessment measures that may be used when state level assessments of growth in student learning are not available. These may include pre- and post-test results from classroom and/or district assessments of knowledge, performance measures, and other assessments as listed in the attached pending rules.

The intersection of the judgment of professional practice and growth in student learning determines

the performance level assigned to teachers, as well as the consequences for teachers under the evaluation system. The expectation is that teachers will achieve Proficient ratings in professional practice and at least moderate impact on student learning. When professional practice ratings and impact on student learning are not congruent, this is cause for concern and a threat to the validity of the evaluation system. Strong performance ratings and low impact on student learning would not support a judgment of teacher performance as Distinguished. Thus, a safeguard is proposed to ensure the use of growth in teacher evaluation ratings is consistent across districts and schools and to ensure congruence between teacher effectiveness ratings and impact on student growth in achievement.

The ADE proposes to use a threshold for expected growth that would act as a trigger for concerns that would prohibit the designation of a teacher as Distinguished. In grades and subjects where growth model data are available, and of sufficient N to support reliable inferences, the ACTAAP assessments are expected to be used as external assessments in the determination of teachers' ratings. The ADE proposes to limit the designation of teachers as Distinguished in the event that teachers' summary growth statistics fall below a threshold of growth among all teachers in the state. The threshold will be determined prior to the start of 2012-2013 school year after ADE modeling of teacher level growth summary statistics using GS and SGP growth models. After modeling, the threshold information will be included in TESS implementation guidance. In the event that a teacher receives strong professional practice ratings and demonstrates a low impact on student learning, it is expected that the teacher's PLP will address this discrepancy and its root causes. Persistently low student growth will result in a lower teacher effectiveness rating. For example, teachers rated as Proficient, rather than Distinguished, due to low growth of his/her students will be rated as Basic if the low growth of his/her students persists over multiple years as indicated in the Rules for TESS. Likewise, teachers rated as Proficient or Basic may have their rating reduced to a lower level of teacher effectiveness in the event their students demonstrate persistent low growth (a level below the threshold for multiple years).

Performance ratings are the catalyst to engage educators in the process of continuous professional improvement as formalized in the educators' PLP. The *Framework for Teaching's* detailed performance descriptors provide guidance to the educator and evaluator for formulating goals within the PLP, enhancing the understanding of evaluators and educators in the evidence required to demonstrate proficient and distinguished practice. Differentiated PLPs will reflect the differentiated professional growth needs of educators and allow districts and schools to provide resources and supports based on the differentiated PLPs. For example, educators receiving a rating of Basic for a category will be required to address the professional learning needs identified within the category. Each educator must dedicate one-half of the professional development hours required by law or rule to professional learning in the educator's content area, instructional strategies applicable to the educator's content area or the educator's identified needs from summative evaluation and interim appraisals. Teachers in Intensive Support Status must use all professional development hours required by rule or law to address their identified needs. Evaluators will also use the performance ratings that are not Proficient or Distinguished as areas for growth when performing formative observations as part of the interim appraisal process. Formative observations are critical in the evaluator's role of monitoring the teacher's professional growth and helping guide professional development decisions.

The interim appraisal process will provide teachers with meaningful feedback, targeted professional

development activities and multiple opportunities for self-reflection of practice. The interim appraisal will allow teachers to focus on areas of weakness identified in previous summative evaluations. The interim appraisal will also focus on student learning results and growth every year. During this process, principals will continue to observe all teachers, but with a more targeted focus. Each year, principals facilitate conversations with teachers based on their individualized professional growth plans. Teachers will have input in their growth plans; however, the principal will have final approval on the content, based on identified areas. During the interim process, teachers will also receive feedback and coaching from peer teachers and instructional facilitators.

In cases where educators require intensive support to improve their practice TESS provides a timeline for intervention of no more than two semesters unless the educator has demonstrated significant progress within that time period. Evaluators shall notify the superintendent of an educator in Intensive Support Status who does not accomplish the goals and complete the tasks established for the Intensive Support Status during the given period. Upon review and approval of the documentation, the superintendent shall recommend termination or non-renewal of the teacher's contract.

### **Multiple Measures**

Multiple measures for supporting convergent validity of teacher effectiveness and producing reliable ratings are required in TESS. The post-observation conference includes presentation of artifacts and external assessment measures that provide evidence of student growth (Ark. Ann. Code § 6-17-2804 (7)). For tested content areas, half of the artifacts must derive from external assessment measures such as Arkansas's CRTs. The educator and evaluator may determine the additional artifacts for evidence within the guidelines provided by the ADE through the final rules for TESS. Artifacts that provide clear, concise, evidentiary data to improve student achievement may include one or more of the following:

- Lesson plans or pacing guides aligned with the standards;
- Self-directed or collaborative research approved by the evaluator;
- Participation in professional development;
- Contributions to parent, community or professional meetings;
- Classroom assessments including samples of student work, portfolios, writing, projects, unit tests, pre/post assessments and classroom-based formative assessments;
- District-level assessments including formative assessments, grade or subject level assessments, department level assessments and common assessments;
- State-level assessments including End-of-Course assessments, statewide assessments of student achievement and career and technical assessments; and
- National assessments including AP assessments, NRTs and career and technical assessments.

If the teacher and evaluator do not agree, the evaluator has the final decision regarding the external assessment measures to use in the evaluation, provided the measures meet the guidelines established in rule. An external assessment measure is defined as a measure of student achievement that is administered, developed and scored by a person or entity other than the teacher being evaluated, except that the assessment may be monitored by a licensed individual designated by the evaluator. The rules committee is deliberating the guidelines for inclusion in the rules for ensuring districts



select and use valid measures in the determination of performance ratings. Legislation states for non-tested areas, the type of artifact that may be used to satisfy the external assessment measure shall be determined in rule. The rules committee will outline an approved list of external measures in addition to the guidelines provided in the rules. Final approved measures and guidelines will be included in rules before the end of the 2011-2012 year.

TESS states that the following specialty area educators are considered teachers for the purpose of evaluation if they are required to hold a valid teaching license from the State Board of Education as a condition of employment, and are employed as a classroom teacher, guidance counselor, library media specialist; or teacher in another position (such as EL teacher) as identified by the State Board. TESS requires an appropriate evaluation framework, evaluation rubric and external assessment measures (such as student growth and achievement) are incorporated in the determination of the performance ratings for specialty teachers. The final rules will include the specific components that must be addressed for the specialty teachers' evaluation rubrics and external assessment measures to ensure valid and reliable performance ratings.

The statewide system will be deemed the standard evaluation process. However, school districts will have the option to develop a system of evaluation as long as it meets the states expectations for validity and reliability as specified in final rules.

Arkansas's teacher evaluation system (based on Danielson's model) was carefully designed to balance the need for statewide consistency with local district autonomy. Districts will have the flexibility to adopt the state's system, adapt the state's system to meet local needs, or modify their own systems consistent with the principles of Arkansas's model.

Districts wishing to utilize an evaluation model other than the state's system must have those in place during the 2012-2013 school year. Requests to use an alternate model must be submitted to ADE for review by December 31, 2012. ADE is developing the process and criteria for these reviews.

State assessments will be used for one measure of student growth in tested areas and grades. In addition, districts will be responsible for determining which non-state required measures should be used to rate educator impact on student learning, for example student portfolios, capstone projects and performance based assessments. What these district-determined measures will look like is still being defined. ADE will develop and disseminate guidance for their development, as well as guidance on how to use these measures within the evaluation framework. ADE guidance will be disseminated by July 2012.

It is expected that implementation consistency will vary initially due to the extent of the change in evaluation policy from total district autonomy to alignment with or use of the statewide model. Several safeguards for developing consistency in applying TESS and in educator evaluation ratings are planned initially, with additional safeguards developed iteratively as the ADE learns through the 2012-2013 pilot districts' implementation strengths and challenges. Initial safeguards will include but not be limited to the following:

- Training provided during the summer of 2012 will enable evaluators to familiarize themselves with the Danielson framework and the rubrics for rating educators during summative, interim and formative evaluations.

- The TeachScape tool itself provides a standard structure for recording observations within the Danielson framework and rubric descriptions.
- Role-play and think-aloud modeling strategies employed during the evaluator trainings will provide evaluators with learning and calibrating opportunities as they discuss interpretation and scoring/rating within specific examples that may impact consistency.
  - Use of current growth model data reveal a consistent pattern of less than 40% of a teacher's students meeting their annual growth increment in mathematics for three consecutive years in a Grade 5 assignment. In the Danielson framework, Setting Instructional Outcomes (value, sequence, and alignment) and Designing Student Assessments (congruence with instructional outcomes) are two areas of the rubric that could be used to address concerns about this teacher's use of growth results to adjust learning expectations for students and subsequently, adjust instruction and assessment practices. The persistent lack of growth can be inferred by the evaluator and teacher to reflect a lack of alignment between instruction and assessment outcomes in the classroom to higher expectations in state standards or CCSS. Using the rubric, this teacher may receive a rating of Unsatisfactory in these areas. Under TESS rules, the teacher and evaluator would develop professional learning outcomes to address these incongruences coupled with professional development support linked to these concerns.

As indicated in Principle 2, the ADE engages in research and review on a continuous basis for improving statewide systems of support and informing policy revisions and development. Research and review on the implementation of TESS will be no different. The ADE will analyze relevant evaluation data collected from districts to ensure the evaluation rule is being implemented effectively and with consistency statewide. During the pilot years, these analyses will be more frequent to allow for mid-course corrections and revision of guidance to ensure rapid movement toward statewide consistency. Once TESS implementation is more fully established within a district culture of continuous improvement, analyses may be conducted on an annual basis to ensure continued high consistency in implementation. Additionally, summary findings based on annual analyses will be publicly reported to ensure transparency of this effort.

### **Principal Evaluation**

TESS provides direction for evaluation at all levels of instructional leadership. As per law, ADE will provide technical assistance to school districts for developing and implementing evaluation frameworks for administrators. Administrator evaluation will parallel teacher evaluation in regards to ensuring valid and reliable measures for performance ratings and the weight of student performance and growth in these determinations.

Work on administrator evaluation began in 2009 when legislation was passed to create a system of leadership development. Act 222 of the 2009 Regular Session created the School Leadership Coordinating Council. The purpose of the Council is to serve as a central body to coordinate the leadership development system efforts across the state. Representatives from the ADE, Department of Higher Education, Arkansas Leadership Academy, Arkansas Center for Executive Leadership, Career and Technical Education, Arkansas Association of Educational Administrators, Arkansas School Boards Association, Arkansas Education Association, and Arkansas Rural Education Association comprise the Council.

One task of the Council was to recommend an evaluation system for principals. During the 2010-2011 school year, the Council worked with Dr. Connie Kamm, senior consultant with Dr. Doug Reeves' Leadership and Learning Center. Based on the ISLLC standards, and other leadership systems, the group created a framework for a principal evaluation system. The framework included a 4-tier performance rating, rubrics and descriptors for each of the six standards. Professional growth plans and other resources were also created for the system. (Attachment 20) It should be noted that as with the teacher evaluation system, persistently low student growth will result in a lower principal effectiveness rating.

The ADE is sponsoring a pilot for the principal evaluation system with ten school districts during the 2011-2012 school year. Dr. Kamm has conducted the training for the principals and superintendents of the pilot districts. Personnel from pilot districts participated in an additional three-day follow-up training in November. Feedback on implementation was obtained from the administrators in the pilot districts to inform revisions and improvements to the system. A three-day follow-up training was held in March 2012 to obtain final recommendations from the pilot districts. By May 2013, all revisions will be made to the framework, rubrics and forms for a statewide system of principal evaluation.

After final revisions are complete, ADE will support legislation in the 2013 legislative session to implement the principal evaluation system. If successful, ADE will promulgate rules with the same process as followed in the teacher evaluation rules. Training will be provided on the new principal evaluation system to all administrators in the summer of 2014. Districts must fully implement the new system in the 2014-2015 school year.

### **3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS**

- 3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

#### **Implementation**

Although most of the components of the evaluation are set in statute, there are some decisions to be made in promulgating rules. The State Board of Education will approve the rules for TESS by summer of 2012. During the 2012-2013 school year, the statewide professional development plan will ensure all teachers and administrators in the state receive training on the new teacher evaluation system. All administrators will receive training in the principal evaluation system during the summer of 2014. The teacher evaluation systems will be piloted statewide in the 2013-2014 school year and fully implemented in the 2014-2015 school year. The principal evaluation system will be implemented in 2014-2015. Beginning with the 2017-2018 school year, the percent of teachers that are distinguished and proficient will be published on each school's annual

performance report that is provided to all parents.

A key factor in the successful implementation of the evaluation system will be inter-rater reliability. Providing rigorous, meaningful professional development to all evaluators is crucial to maintaining the fidelity and integrity of the system. Data gathered from pilot years will be used to assess classification accuracy and reliability in the use of observation rubrics. Extensive training and preparation in each evaluation system will address evaluator consistency (reliability) as well as the accuracy of the observation rubrics and evaluation protocols based on lessons learned from data during the pilot years. A certification process is being developed for all evaluators to help ensure consistency and fairness in the application of the system.

The district is the entry point for ADE technical support and the primary provider of school support. The ADE will provide resources and training to districts for implementation of the evaluation systems and ensure district ACSIP include appropriate resources and support for school level implementation. Once the final rules for TESS are approved, the ADE will work on guidance for districts to assist in planning and implementing TESS. This guidance will develop iteratively as ADE finalizes and implements professional development for evaluators and teachers, receives feedback from these stakeholders and pilot districts and reviews district evaluation plans for alignment with TESS. Local districts are key in facilitating the change process and developing local capacity to ensure effective instruction and instructional leadership for all students. To provide additional resources to new administrators, the ADE is restructuring the mentoring process for new teachers, principals and superintendents to align with the new evaluation systems.

The ADE will review the fidelity of implementation and outcome measures throughout the implementation of TESS. Arkansas's longitudinal data system will support a culture of effective data use across multiple agencies vested in the outcomes of the P-20 system. Continuous feedback within DARTSS will provide the ADE and supporting agencies such as teacher and leader preparation programs in higher education institutions with information to guide decisions for resource and personnel development. As mentioned in the Overview for this ESEA Flexibility Proposal, Arkansas has achieved significant advances in its longitudinal data systems' capabilities including the enhancement of the Teacher Student DATA Link as part of the Expand Enterprise Data Warehouse with Local Assessment Data and Teacher Student Link to Feed Data Visualization project. The data visualizations have been available to educators throughout the 2010-2011 and current school years. Educators have created and used data visualizations of student achievement and growth at the classroom level. Through this and other previously mentioned technology projects Arkansas adopted an official definition of teacher of record and developed a roster verification system that allows the teacher of record to be validated at the local school level. These efforts have positioned the ADE and Arkansas educators to implement more robust models for measuring student growth and assessing teacher impact on student growth and achievement.

The cross-agency agreements for data sharing provide another avenue to synthesize data gathered on fidelity of implementation and outcome measures of TESS to inform the teacher and leader development pipelines to enhance teacher and leader quality throughout the system. The longitudinal data system will support local decision-making regarding teacher and leader effectiveness by providing appropriate reports linking student and adult performance.

TESS will become the vehicle to drive self-reflection, self-assessment and more objective measures to guide professional growth for educators. Performance ratings will encourage educators to engage in the process of continuous improvement. In cases where educators require intensive support to improve their practice TESS provides a timeline for intervention. A teacher shall be placed in an intensive support status if the teacher has a rating of “unsatisfactory” in any one of the four categories of the evaluation of the framework (Ark. Code Ann. § 6-17-2807). If the teacher does not accomplish the goals and complete the tasks established for the intensive support status during the given period, the evaluator shall notify the superintendent of the district.

Upon review and approval of the documentation, the superintendent shall recommend termination or non-renewal of the teacher’s contract.

The interim appraisal process will provide teachers with meaningful feedback, targeted professional development activities and multiple opportunities for self-reflection of practice. The interim appraisal will allow teachers to focus on areas of weakness identified in previous summative evaluations. The interim appraisal will also focus on student learning results and growth every year. During this process, principals will continue to observe all teachers, but with a more targeted focus. Each year, principals will continue to facilitate conversations with teachers based on their individualized professional growth plans. Teachers will have input in their growth plans; however, the principal will have final approval on the content, based on identified areas. During the interim process, teachers will also receive feedback and coaching from peer teachers and instructional facilitators.

During the 2012-2013 school year, 11 schools were chosen to pilot TESS. Teachers and principals will provide ADE with feedback regarding the training provided prior to implementation, suggestions for additional assessment measures and the incorporation of student growth into the rubric. The National Office of Research, Measurement and Evaluation Systems (NORMES) will assist ADE in survey research and data analysis to determine if adjustments need to be made to the legislation or rules to better implement the system. All schools in the state will pilot the system in the 2013-2014 school year. ADE will continue to gather data during the statewide pilot. ADE will also form a technical advisory committee comprised of teachers, administrators, researchers and other stakeholders to review feedback and data and to recommend revisions to the system. The system will be fully implemented in the 2014-2015 school year. ADE will continue to gather data to evaluate the system.

Arkansas law states that one-half of the artifacts submitted by a teacher for the summative evaluation must relate to student growth. This language was a compromise negotiated by the Arkansas Education Association (state professional teacher association); teachers were not comfortable including a percentage in the law. Danielson's framework and the training provided to all administrators on the framework will provide LEAs with the support and guidance needed to ensure student growth is a significant factor in the summative evaluation. Arkansas law does not provide for the option of an overall percentage to be tied to a teacher's summative evaluation. TESS is designed to promote professional learning and professional growth. The framework will be the impetus for professional conversations and self-reflection not provided for in the current system.

### **TIMELINE OF IMPLEMENTATION**

Activity	Timeline	Responsible Party	Resources	Documentation	Consideration
Rules and Regs written for TESS and passed by SBE	Summer 2012	Rule and Reg Committee and SBE	Constituent Groups, Regional Meetings, surveys, and ADE personnel	Teacher Excellence Support System Law (Attachment 5)	Significant decisions regarding the student achievement measures and student growth measures
Complete principal evaluation pilot and make revisions as needed and seek additional legislation for approval of Principal Evaluation system	May 2013	ADE	Outside consultants, constituent groups, legislators, and ADE personnel	Current Principal Evaluation Documents (Attachment 15)	Need to pass legislations to make sure the principal evaluation system is aligned with the teacher evaluation system
Provide professional development to all teachers and administrators on TESS	Sep.1, 2012- Aug.31, 2013	ADE	Outside consultants, Personnel from regional cooperatives, ADE personnel	Partial documentation is Danielson's <u>Framework for Teaching</u> which will be the framework used in Arkansas (Attachment 16)	Many people in a short time period, cost factor, and delivery of training; certification test for evaluators; time spent away from districts by school personnel
Provide training for principal evaluation training	2013-2014 School Year	ADE	Outside consultants, Personnel from regional cooperatives, ADE personnel	Current Principal Evaluation Documents (Attachment 15)	This will be the pilot year for the teacher evaluation system and the pilot year for the New PARCC assessments

Implement Pilot Statewide for TESS	2013-2014 School Year	ADE; School Districts	ADE personnel, personnel from regional cooperatives		Districts will be piloting this and also training for the principal evaluation system in the same year This is also the pilot year for new PARCC assessments
Obtain feedback and suggestions from administrators and teachers from pilot to revise as needed	Summer 2014	ADE; Administrators, teachers from school districts	Personnel from regional cooperatives, constituent groups, and regional meetings		Any revisions needed will have to be completed in a very short turnaround before the start of the next year
Full implementation of TESS	2014-2015 School Year	ADE; School Districts	ADE personnel, Personnel from regional cooperatives		Again, districts will be involved in two new evaluation systems, as well as, new PARCC assessments
Full implementation of Principal Evaluation	2014-2015 School Year	ADE; School Districts	ADE personnel, Personnel from regional cooperatives		Districts will be involved in two new evaluation systems, as well as, new PARCC assessments



[ADE SharePoint](#) > [Commissioner's Memos](#) > [Approved Memos](#) > [Regional Meetings - Teacher Evaluation System and ESEA Flexibility](#)

# Approved Memos: Regional Meetings - Teacher Evaluation System and ESEA Flexibility



## Version History

<b>Title</b>	Regional Meetings - Teacher Evaluation System and ESEA Flexibility
<b>Memo Number</b>	LIC-12-020
<b>Memo Date</b>	11/1/2011
<b>Attention</b>	Co-op Directors; Elementary Principals; High School Principals; Middle School Principals; Secondary Principals; Superintendents; Curriculum Coordinators; Teachers
<b>Memo Type</b>	Informational
<b>Response Required</b>	No
<b>Section</b>	Human Resources
<b>Regulatory Authority</b>	na
<b>Contact Person</b>	Dr. Karen Cushman
<b>Phone Number</b>	501.683.4863
<b>E-Mail</b>	<a href="mailto:karen.cushman@arkansas.gov">karen.cushman@arkansas.gov</a>
<b>Memo Text</b>	<p>The Arkansas Department of Education (ADE) will host five regional meetings in late November and early December, 2011, to receive input and feedback from participants concerning the Teacher Evaluation System and ESEA Flexibility Requests.</p> <p>There will be <b>two sessions each day</b>. The first session will be from <b>1:30-3:30 pm</b>, and the second session will be from <b>5:00-7:00 pm</b>. <b><u>Content will be the same for each session.</u></b> The evening session is being offered to accommodate those unable to attend the day session.</p> <p>Attached are copies of Act 1209 (Teacher Evaluation System) and ESEA Flexibility documents.</p> <p>The schedules for the meetings are as follows:</p> <p><b><u>Monday, November 21</u></b>  Alma Middle School Cafeteria  706 Hwy. 64 East  Alma, AR</p> <p><b><u>Tuesday, November 29</u></b></p>



Henderson State University  
Lecture Hall – Garrison Activities Center  
1100 Henderson Street  
Arkadelphia, AR

Thursday, December 1

Southeast Arkansas Education Service Cooperative  
1022 Scogin Drive  
Monticello, AR

Monday, December 5

Arkansas State University  
Student Union Auditorium  
101 N. Caraway Rd.  
Jonesboro, AR

Tuesday, December 6

Maumelle High School  
Lecture Hall  
100 Victory Lane  
Maumelle, AR

**Attachments**

[Act1209.pdf](#)  
[esea-flexibility.doc](#)

Version: 9.0

Created at 11/1/2011 11:22 AM by [REDACTED]

Last modified at 11/1/2011 3:57 PM by [REDACTED]

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## ARKANSAS DEPARTMENT OF EDUCATION

*Dr. Tom W. Kimbrell, Commissioner*

Contact Seth Blomeley, Communications Director | 501-683-4788 | [seth.blomeley@arkansas.gov](mailto:seth.blomeley@arkansas.gov)

### News Advisory

Nov. 2, 2011

#### **PUBLIC MEETINGS SET FOR INPUT ON TEACHER EVALUATION LAW, NCLB WAIVERS**

LITTLE ROCK — Arkansas Education Commissioner Dr. Tom Kimbrell encourages anyone interested in the state's new teacher evaluation law and the federal No Child Left Behind (NCLB) law to attend five public informational meetings throughout the state.

The locations in the state's five geographical regions and dates for each of these meetings are announced today.

The meetings will focus on:

— **Act 1209 of 2011.** This law creates a teacher evaluation system for Arkansas's public schools. The Arkansas Department of Education (ADE) is seeking input from administrators, teachers, and other stakeholders as the rules for implementing the law are crafted.

— **The state's NCLB waiver.** This is state's pending flexibility request regarding the federal Elementary and Secondary Education Act (ESEA), or what is commonly referred to as NCLB. The U.S. Department of Education has offered states the opportunity to apply for waivers from some of the act's requirements in exchange for innovative plans to raise achievement levels. ADE is seeking input from educators and the community about how to tailor this request.

ADE staff will be on hand at each meeting to provide information and to gather feedback.

The schedule for the meetings is as follows:

**Northwest Arkansas**

Monday, Nov. 21  
Alma Middle School Cafeteria  
706 Hwy. 64 East  
Alma

**Southwest Arkansas**

Tuesday, Nov. 29  
Henderson State University  
Lecture Hall – Garrison Activities Center  
1100 Henderson Street  
Arkadelphia

**Southeast Arkansas**

Thursday, Dec. 1  
Southeast Arkansas Education Service Cooperative  
1022 Scogin Drive  
Monticello

**Northeast Arkansas**

Monday, Dec. 5  
Arkansas State University  
Student Union Auditorium  
101 N. Caraway Rd.  
Jonesboro

**Central Arkansas**

Tuesday, Dec. 6  
Maumelle High School  
Lecture Hall  
100 Victory Lane  
Maumelle

There will be two sessions each day. The first session will be from 1:30 p.m. to 3:30 p.m. The second will be from 5 p.m. to 7 p.m. Content will be the same for each session. The evening session is being offered for those unable to attend the earlier session.




Arkansas Department of Education | Four Capitol Mall | Little Rock, AR 72201

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ESEA Flexibility Meeting at ALMA on 11-21-11

1:30  or 5:00

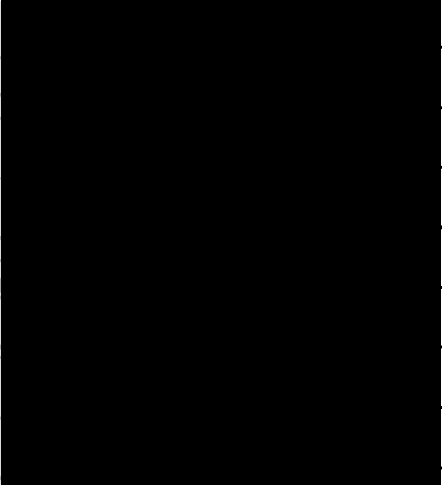
Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
					Arkansas Leadership Academy
					AEA
					NEA
					ASE

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
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[REDACTED]			<input checked="" type="checkbox"/>		Van Buren
[REDACTED]				<input checked="" type="checkbox"/>	
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[REDACTED]				<input checked="" type="checkbox"/>	ADE
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Michael L. Fulmer Teacher Alma M.S.

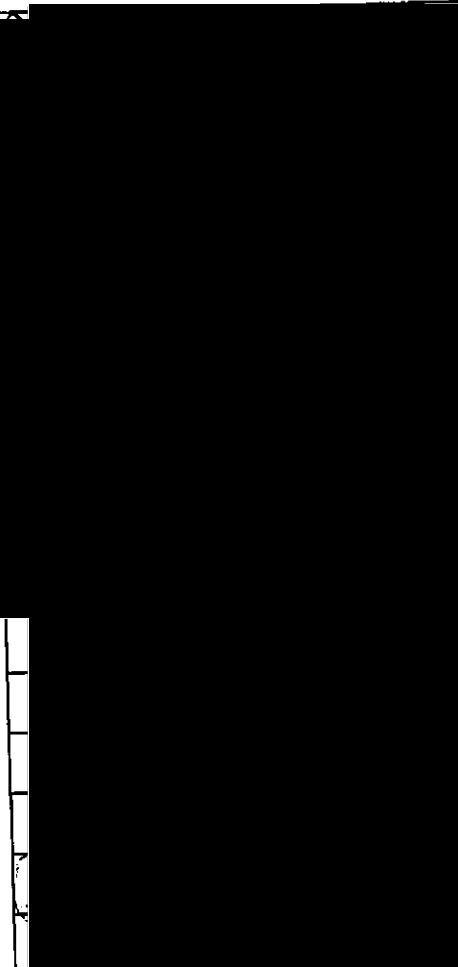


ESEA Flexibility Meeting at Alma on 11-21-11 1:30 or 5:00

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			✓		
					Paraprofessional
				✓	Program Director 21 <sup>st</sup> CCLC
				✓	
				X	
				✓	
				✓	
				✓	






Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
			✓		
			✓		
			✓		
			✓		
			✓		AEA
					AEA
			✓		AEA
		✓			AEA
					AEA
		✓		✓	
				✓	
				✓	
				✓	
				✓	
				✓	

ESEA Flexibility Meeting at Arundelphi or High School on 11-29-11

11:15 am  
~~1:30~~ or ~~5:00~~

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
	✓				
	✓				
				✓	
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				✓
	(19)	(11)	(11)		

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[REDACTED]	✓				
	✓				
	✓				
	✓				
	✓				
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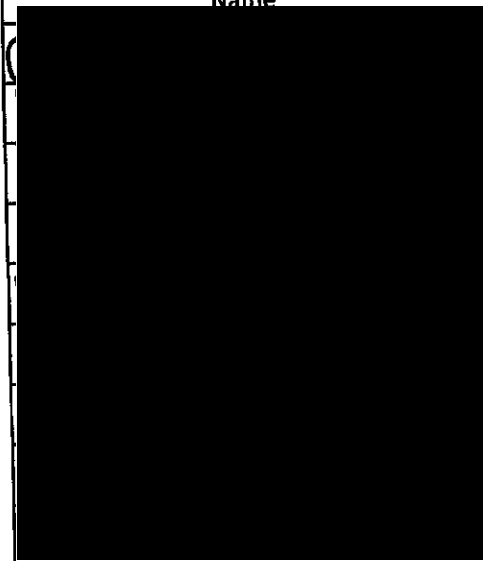
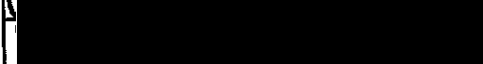
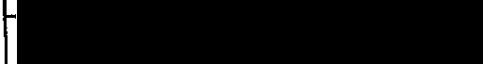
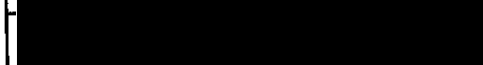
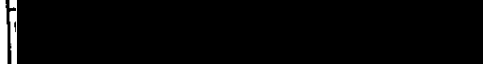
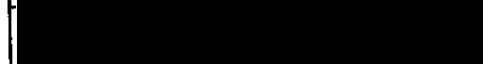
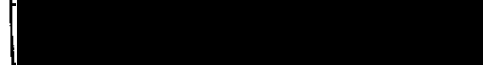
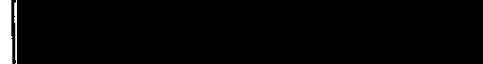

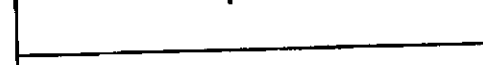
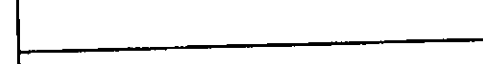
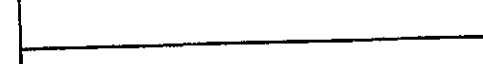

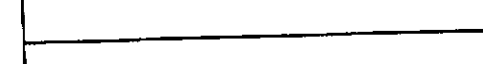

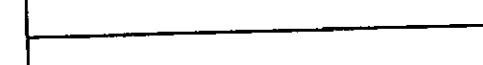
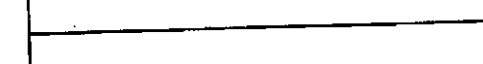
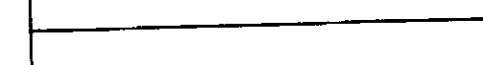
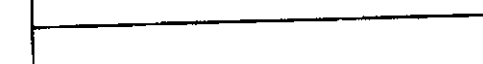
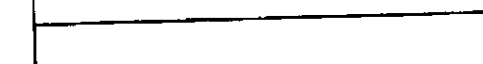






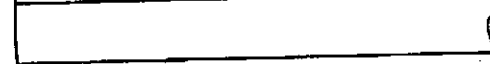

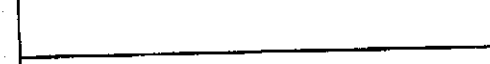
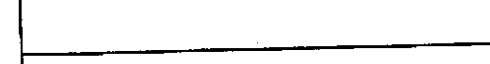
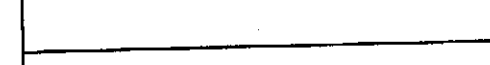
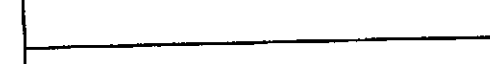
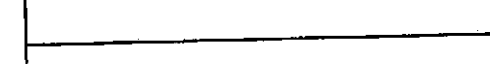

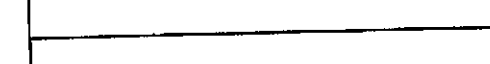
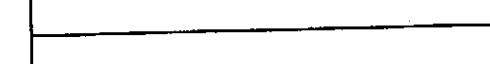
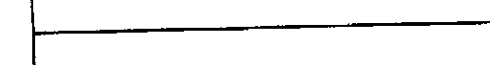
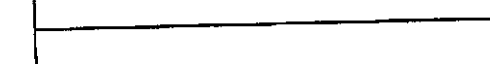
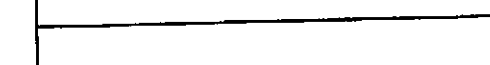

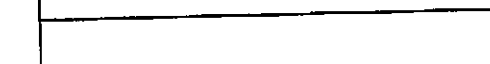
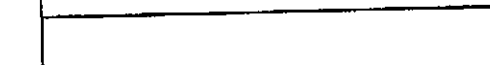
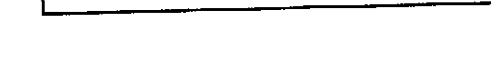






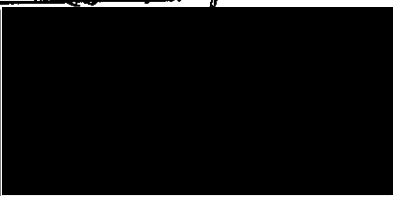
Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
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	✓				



Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
	X				
	X				
	X				
	X				
			X		
					
					
					
					
					
					
					
					
					
					
					
					
					



Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	Science Specialist STEMcenter
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	ST. BRD of EDU / EDEF
				✓	ESC Director
				✓	ESC Asst. Director
		X			Special needs Advocate
				✓	
				✓	
				✓	
		X			El Dorado Education Foundation (EDEF)
				✓	
				✓	McLehe Sch. Dist.
				✓	ADE



(3) (1) ✓ Warren School District  
 ✓ Warren School District - SENESKE  
 ✓ (2) (2) MOC

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
					✓ - UAM
					✓ - UAM
					✓ UAM
					✓ UAM - High Education
					✓ UAM - HIED
				✓	
					Report - Deloitte Enn-Enterprise
				✓	
				✓	
				✓	
				✓	Stattgart
				✓	SEARK Coop
				✓	Education Renewal Zone - UAM
				✓	✓ Education Renewal Zone - UAM
				✓	
			✓	Henderson,	
			✓		
			✓		
				✓ UAM	

(4) (12) UAM (6)

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
				✓	
				✓	
		✓	✓		
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	College Board
				✓	Superintendent, Pine Bluff School District
				✓	Superintendent, Sheridan Schools
				✓	Asst. Supt., Sheridan Schools
				✓	Superintendent, Woodlawn Schools
				✓	Asst. Director/TCC COOP.
			(3)		
			(3)		
			(13)		
					College (1)

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[REDACTED]					WARRIAGE Sped Dele mgr
				✓	ALE PRIN. Hamburg
			✓		ALE Science Teach r, Hamburg
			✓		Drew Central Middle School
					UAM STEM Ctr.
					UAM STEM of Director
				✓	Star City School District
			✓		Drew Central School District
			✓		Drew Central School
			✓		Drew Central School
			✓		ALE, English Hamburg
			✓		ALE, History Hamburg
			✓		ALE Hamburg Schools



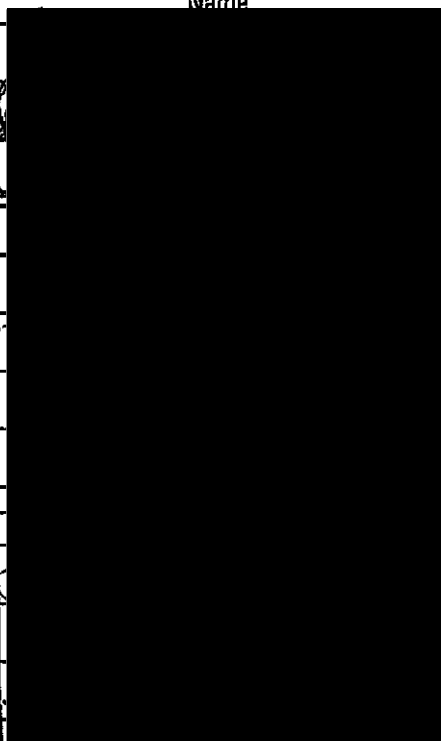


Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
					University Teacher Educator
					✓ Blytheville School District
					✓ Blytheville Schools
					✓ Jackson County School Dist.
					✓ Newport Special School Dist.
					✓ NEWSPORT SCHOOL DISTRICT
					✓ Gosnell School
					✓ Gosnell School
					Ark. Dept of Educ.
					Arkansas Leadership Academy
					✓ Riverside Schools
					✓ Westside Schools
					✓ Brookland School District
					✓ Highland School Dist.
					✓ Highland School Dist
					✓ Highland School Dist
					ASU CoE Team
					✓ So. Miss Co.
					✓ So. Miss Co
					✓ Pine Bluff School District
				✓ Bank High School	
				The Sun	

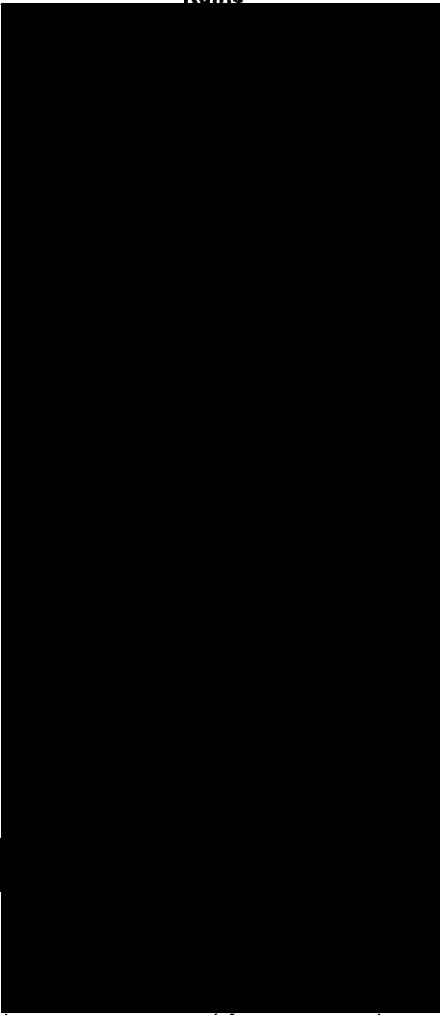
Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
					COOP - NEA
					GREC
				✓	Wynne Schools
				✓	Wynne Schools
				✓	" "
				✓	" "
				-	" "
					" "
				✓	Buffalo Island Central Schools
					ASU Teacher Education Dept.
				✓	Calico Rock School Dist.
				X	Forrest City School District
				✓	Piggott School District
				✓	West Memphis Schools - Bragg Elem Weaver
				✓	West Memphis School District - Elem
			✓	West Memphis School District	
			X	Nettleton School District	
			X	21 Centry B.I.S Boys/Girls Club	
			X	Cedar Ridge Schools	
			✓	ASU - ERZ	
				DCOM After School Program	
				DCOM After School Programs	

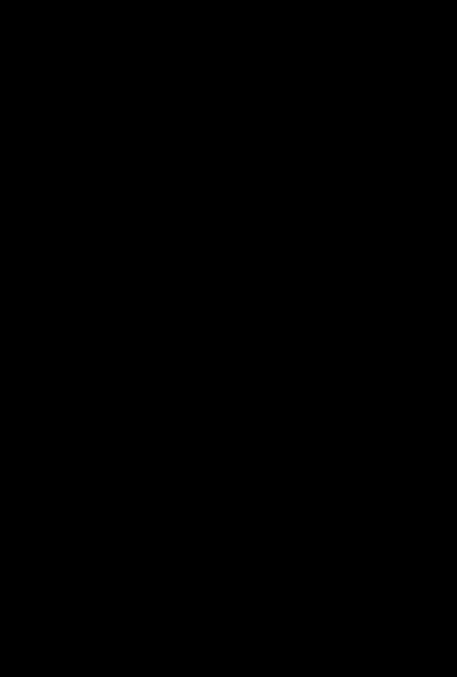


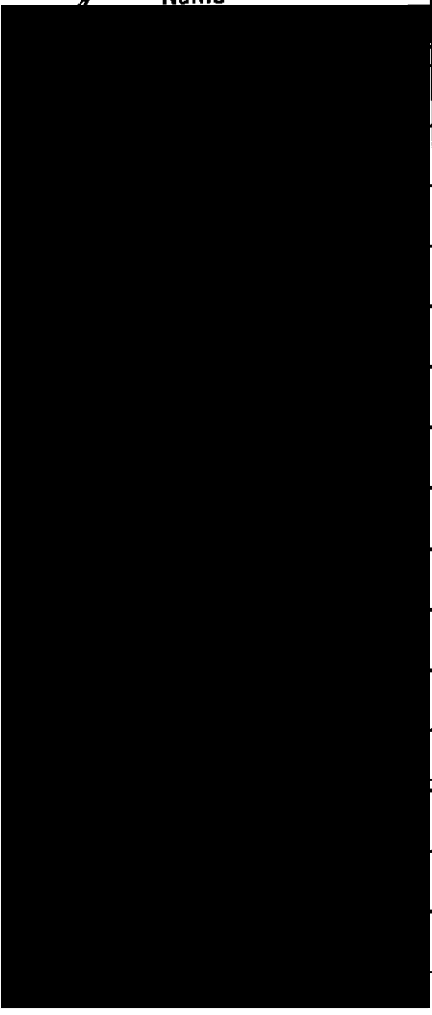
ESEA Flexibility Meeting at ASU on 12/5/11 1:30 or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
			✓		
			✓		
			✓		
				✓	
				✓	
				✓	
			✓	✓	ASU - Faculty
			✓		ASU - Part-time Faculty
					School Bd. Member Nettleton
				✓	
				ASU - Faculty	
				ASU - FACULTY	

ESEA Flexibility Meeting at ASU on 12/5/11 1:30  or 5:00

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
			<input checked="" type="checkbox"/>		
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Univ. Prof.
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	Public education advocate

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
				<input checked="" type="checkbox"/>	Rose Bud School District
				<input checked="" type="checkbox"/>	Rose Bud School District
					ADE
					ADE
					ASBA
				<input checked="" type="checkbox"/>	<u>AAEA</u>
				<input checked="" type="checkbox"/>	Searcy County School Dist
				<input checked="" type="checkbox"/>	Marshall High School
				<input checked="" type="checkbox"/>	Guy-Perkins School District
				<input checked="" type="checkbox"/>	Searcy School District
			<input checked="" type="checkbox"/>	O.V.R. Education Co-op	
			<input checked="" type="checkbox"/>	of course	

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
				X	
					JBLM
					JBLM
				X	
				X	
				X	
				X	
				X	
				X	NLRSD
					ADF
			X		
			X		
			X		
				X	
				X	
			X		
	21		10	3 misc	



Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[REDACTED]					ADE
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
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				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				NAEFC Cooperative	
				Arch Ford Coop	
				Wilbur Mills Coop	
				ASBA	
				11 Le muse	

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
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				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	Disab Rights Cntr of AR
				<input checked="" type="checkbox"/>	ADE
				<input checked="" type="checkbox"/>	ADE
			<input checked="" type="checkbox"/>	NLRSD	
			<input checked="" type="checkbox"/>	Clarendon School Dist	
			<input checked="" type="checkbox"/>	Clarendon School District	
			<input checked="" type="checkbox"/>	Watson Chapel	
			3 10	3 musc	



ESEA Flexibility Meeting at Maumelle HS on 12/6/11

1:30  or 5:00

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
					ADE
					ADE
				<input checked="" type="checkbox"/>	LRSD - Grants Dept.
					Pulaski Cty Youth Svcs
			<input checked="" type="checkbox"/>		
					ADE
					ADE
				<input checked="" type="checkbox"/>	Coebot
					Uof. A ALA
					PCSSD HR
				<input checked="" type="checkbox"/>	PCSSD HR
				<input checked="" type="checkbox"/>	PCSSD
				<input checked="" type="checkbox"/>	PCSSD - Maumelle HS
					Arkansas Democrat-Gazette
					Arch Ford Corp
					Arch Ford ESC
				<input checked="" type="checkbox"/>	Conway Public Schools
				<input checked="" type="checkbox"/>	Conway Schools
					Arkansas Out-of-School Networks (AOSN)
					ADE
			<input checked="" type="checkbox"/>	Wendover School District	
			<input checked="" type="checkbox"/>	Ridge Road Middle Charter School	

118 12

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[REDACTED]			<input checked="" type="checkbox"/>		21 <sup>st</sup> CCLE Boys & Girls Club
			<input checked="" type="checkbox"/>		21 <sup>st</sup> CCLE Boys & Girls Club of Saline Co.
			<input checked="" type="checkbox"/>		21 <sup>st</sup> CCLE Afterschool - Co-Sol
			<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>		PLSSD
			<input checked="" type="checkbox"/>		ADE DLC
			<input checked="" type="checkbox"/>		AOC DLC
			<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>		self
		<input checked="" type="checkbox"/>		PLSSD	
		<input checked="" type="checkbox"/>		LITTIEROCK <del>School</del> DIST	
		<input checked="" type="checkbox"/>		Littlerock School District	
		<input checked="" type="checkbox"/>		NLRSD	
		<input checked="" type="checkbox"/>		AEA	
		<input checked="" type="checkbox"/>		Conway & AEA	
		<input checked="" type="checkbox"/>		AEA/PLSSD	

2014 6 4





Name	students	parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
					University Teacher Educator
					- Blytheville School District
					✓ Blytheville Schools
					✓ Jackson County School Dist
					✓ Newport Special School Dist
					✓ <del>NEWPORT SCHOOL DISTRICT</del>
					✓ Gosnell School
					✓ Gosnell School
					state Dept of Educ
					Arkansas Leadership Academy
					✓ Riverside Schools
					✓ Westside Schools
					✓ Brookland School District
					✓ Highland School Dist
					✓ Highland School Dist
					✓ Highland School Dist
					ASU WOE Dean
					✓ So. Miss Co.
				✓ So. Miss Co	
				✓ Pine Bluff School Dist	
				✓ Bank N High School	
				The Sun	

17 5 ASU etc

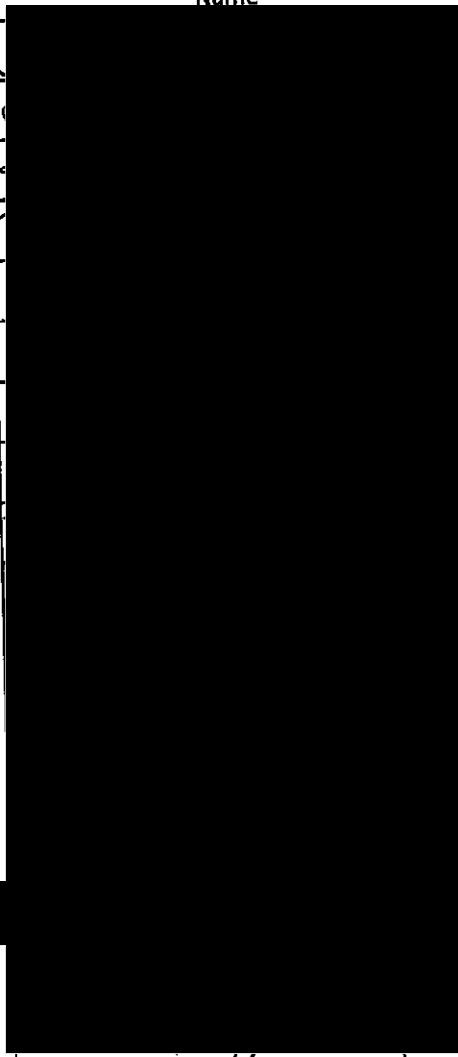


Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
					COOP - NEA
					GREC
				✓	Wynne Schools
				✓	Wynne Schools
				✓	" "
				✓	" "
				✓	" "
				✓	" "
				✓	Buffalo Island Central Schools
					ASU Teacher Education Dept.
				✓	Calico Rock School Dist.
				X	Forrest City School District
				✓	Piggott School District
				✓	West Memphis Schools - Bragg Elem. Weaver
				✓	West Memphis School District - Elem
				✓	West Memphis School District
				X	Nettleton School District
				X	21 Centry BIS Boys & Girls Club
				X	Cedar Ridge Schools
				✓	ASU - ERZ
					Dcom Afterschool Program
					Dcom Afterschool Programs

2 15 4 ABK etc





Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
			✓		
		✓	✓		
			✓	✓	
				✓	
			✓	✓	
		✓	✓		Univ. Prof.
			✓		
			✓		
			✓		
			✓		
			✓		
				✓	
				✓	
				✓	Public education advocate
				296	1 ASU etc

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
[REDACTED]				✓	Special education administrator
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
			✓	Dept. of Educ. Ark.	
			✓		
			✓		
			✓		
			✓	Harding University	
			✓	Hector	
			✓	Hector	
				ADE	

## Regional meeting notes

### ESEA Flexibility NCLB Waiver Discussion Regional Meeting – Alma Middle School November 21, 2011

1:30-3:30

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. **Option A – 6; Option B – 0; Option C – 3.** A representative from the group requested “something with growth involved.” This was followed by applause in the room.

2:05 – Questions and Comments (Mr. Hoy’s remarks in red)

- Is this flexibility only for Title I schools?
- How does it align with Act 35 and Omnibus?
- Is there no planned effort at this time to put a legislative packet together to address these Acts?
- How will the calculation come about for non-Title I schools?
- Has the Department discussed these things?
- **What do you think about AMOs? Please use the ADE email dedicated to this process to let us know what you think? Should it be one for the state? Should they be different for every school? District?**
- We need to look at a growth model of where each student is and measure it individually.
- **Is there a particular model you have in mind?**
- I think if we look at what is successful nationally...why not kill two birds with one stone? Since we’re looking at a model for measuring teacher and principal effectiveness, why not use the same for students?
- What we are using now is not fair.
- It should be broken down by student.
- What about the Colorado model that HIVE uses? It takes a child where he/she is and moves them from that point.
- What definition have you been given about “over a number of years?”
- **What have you been thinking at the district level?**
- Why not look at Gains?
- We should look at growth measures beyond the state of Arkansas. We do not want a model that only addresses 50% of the students.
- I’m curious if the state might be interested in how we look at SPED and ELL. I’m disappointed that we’re not looking at that.
- We would like Smart Accountability to go away – all labels, all interventions.

- **What about the other 75%? (B-11 in FAQ)**
- Leave them alone.
- If differentiation is supposed to be the primary focus, why are all students tested the same way? Can there not be some flexibility in outcomes?
- 75% - given whatever accountability is out there – wouldn't it address those schools?
- Will Act 35 labels still be in place?
- We don't want to see the 20% (Choice and SES) re-incarnated.
- All Choice laws need to be reviewed – specifically the second one pertaining to Gains – it's supposed to be in effect and the Department hasn't said anything about it so I know no letters went out and schools and districts aren't implementing it.

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. **Option A – 9; Option B – 1; Option C – 3.**

- If you're writing on something dealing with growth, is that not ambitious enough?
- On the first choice, is that the state's AMO or at the local district?
- SPED students made great gains but never make proficient. How will that be addressed?
- In 2011 you evaluate 10<sup>th</sup> graders and you evaluate the 10<sup>th</sup> graders the next year – they're not the same students – how is that fair? Is it fair to evaluate a school/district as a whole when you have no control over the level of students you get each year?
- ELL, speaking of fairness – they can't speak the language but have to be tested and if you get them as 11<sup>th</sup> graders you only have two years. Can there not be a waiver year?
- Can you add things to the waiver that's not in the waiver list?
- Review whether another state has asked for additional waivers.
- I'm aware of Gains – has the Department looked at that for option 3 in terms of looking at ELL and other subgroups?
- Are there certain models that the statisticians are leaning toward?
- In the first option you mentioned school by school, could you not go with the state's average and then go back to zero and set equal increments for six years to get up to 85%?
- **What do we do with the schools in the middle? Leave them alone (1 vote); Put something else in place (7 votes). Do we take what we have regarding priority and reward schools or do something different?**
- What are you referring to when you say put things in place?
- I think you're labeling the wrong things. I think you should be labeling the students.
- This is a request – I would ask the group working on this – if it's easy to assess, it's probably not important – keep in mind if it's really important, it's probably hard to assess.

**ESEA Flexibility NCLB Waiver Discussion**  
**Regional Meeting – Arkadelphia HS and Henderson State University**  
**November 29, 2011**

11:00 – 12:00

Mr. Hoy met with high school students to discuss implications of ESEA Flexibility and its impact on student achievement.

Hoy – What do you plan to do after you receive your diploma?

Students – Go to college. All students raised their hands in agreement with this response.

Hoy – Are you putting yourself in position to go to college when you graduate?

Hoy – Studies show students are not quite ready for college when they get there. Arkansas has a high remediation rate. Jobs are being lost and it is attributed to the education system not educating students well. (NCLB was introduced into the conversation) Those test you've been taking since 3<sup>rd</sup> grade are a response to NCLB. How do you like those test?

Students – Hate them.

Hoy – Why?

Students – Too long.

Hoy – How do you know a school is a good school? What year of improvement, if any, is your school in?

Students – year 7.

Hoy – What does that mean?

Students – We're not getting the grades we should.

Hoy – Does that mean you're not in a good school?

Students – No.

Principal – I am a part of Arkadelphia High School's redesign.

Hoy – Some states implemented easier test and are not in the levels of improvement that Arkansas is in. Easier test may cause you not to be able to compete globally. (Introduction of Common Core and College and Career Ready)

Principal – How many of you are on an AP track? We are an AIM school; AP is our default curriculum.

Hoy – How do you tell if a school is a good school?

Students – By how many students graduate and how many go to college?

Hoy – What if...

Students – It won't make a good school if you're not being challenged.

Hoy – If you are smarter when you leave than you were when you started, is that a good school?

Students – Yes.

Hoy – That's called growth. Which is better? 1. Test scores are high or 2. Test scores are high and students show growth. All 22 students raised their hand in support of #2. If 100% is not achievable, what is?

Students – A "B". I'm a poor test taker.

Hoy – "Please note" – classroom grades (I don't remember what this response was in reference to). Which option do you think is best? A. Take the number not proficient and reduce it by half



in six years. B. Extend the time to reach 100% by six years (2020). C. Come up with something else that is ambitious and achievable. The majority of students chose option A.

Teacher – Sometimes what I'm hearing is what's being taught is not what's tested. Students say, we've never seen that. How are you going to align what's being tested to what's being taught?

Hoy – Statistical analysis...if a lot of people miss it, it is likely the concept was not taught or certainly not taught well.

Principal – What you're going to learn will be more rigorous.

Students – When Common Core comes, will we be learning what's assessed or will it be a lot of other stuff included?

Hoy – How do we determine whether a teacher is good? Student surveys?

Students – I think surveys would be good.

Teacher – I would survey students at the end of a course and I have used their comments to become the new and improved teacher I am today.

Hoy – Should middle school students get to do surveys on teacher also?

Students – No.

Hoy – How far down should surveys be allowed? Some said grade 6, 7 and 8; most said the lowest grade should be grade 9. Should we survey parents?

Students – Yes...responses were mixed.

Principal – Tell Mr. Hoy what question you have to answer before you graduate.

Students – What do you want to do after you graduate.

Principal – What about jobs?

Students – We will be competing for jobs that never existed before.

Teacher – We work on a career plan with students and evaluate it annually.

1:30-3:30

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A – 8; Option B – 0; Option C – 0.

2:09 – Questions and Comments (Mr. Hoy's remarks in red)

- Will the flexibility on 21<sup>st</sup> Century funds be for new grants or grants that were previously awarded? Will funds then be allowed to be spent on all students?
- (Harvey) It will be based upon what was approved in the grant.
- In terms of lowest 5% - should we stay with what we have or move to something else? The majority would like to see something with growth.
- How many think we should seek flexibility on 21<sup>st</sup> Century funds? More preferred we leave it after school.
- If we get the waiver, do we continue with the labels?
- Do we still want a label on the 75%?

- We need to allow for a growth model that provides ability to show growth (particularly in the case of SPED) so we get credit for it even if we didn't meet what was required for AYP.
- We look at growth every year and it's a different group of kids...we go crazy trying to figure it out.

Session ended at 2:23p

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview.

- Clarifying question – on the rating you talked about Title I – does this only apply to Title I or will all schools be impacted?
- With this waiver, will there be any measurable objectives or will they freeze the AMOs where they are?
- You may want to defer to Dr. Kimbrell...If in the next election the Republicans take over again, will there be changes made to ESEA and any flexibility?
- **Accountability will not go away, testing, targets, and ways of identifying schools not achieving will not go away, and college and career ready won't be going away.**
- Are we going to continue to use the magic number of 40 for minimum N?
- **We will need to have a good justification if we are going to lower the number.**
- From a larger districts point of view, we have a greater number of sub-pops bouncing around the number of 40 but smaller districts may be under 50 and not targeted.
- **Sub-pops less than 40 are required to use a 3 year average to prevent districts from not educating all students.**
- You mentioned 21<sup>st</sup> Century earlier but didn't refer to pre-school programs... **Please submit this question via email so that we can get the correct response for it.**
- What's going to happen with SPED?
- Clarify the way AYP goes...we will not be identified as year 1, 2, 3, Targeted, etc...so we will be identified as Priority, Focus, Reward...we won't have to set aside funds for SES, etc...Is there push back on this from vendors and legislators?
- I think most schools work pretty hard to achieve the goals that we've already set – aren't we looking at weakening our standards if we're talking about removing labels and sanctions?
- My question is regarding federal funds and whether they would no longer be withheld if the ACSIP has not been approved?
- Timely manner – what is that? How much time will be required for requesting the waiver and it getting approved? What's the turnaround on it?
- Are we looking at aligning with national efforts and focusing on high school more to ensure students are college and career ready? If so this will be different from where Title I efforts have been focused in the past.

Session ended at 6:06p

**Regional Meeting – Southeast Arkansas ESC Monticello, AR  
December 1, 2011**

1:30 p – 3:30 p

Presenter: John Hoy

Mr. Hoy asked how many in the audience would prefer Option 1 – to reach 100% proficiency in 6 years overall and for each group, growth formatted in increments. Approximately 1/3 of those in attendance raised their hands.

Mr. Hoy asked about option two – 100% proficient by 2020. One person raised a hand.

Mr. Hoy asked about option three – something similar to the first two. No hands were raised

██████████[KP]: Will the Option A average be the previous year's average? Will it be the combined population or groups?

JH: On the averages of part A and B, we can do it however we like. We can state it as it is now or by subgroups. Then consider, if one group is 80%, and one is 40%, then how much bigger gains will be required of some students than others. Also, going a step further, these gains do not have to be a statewide average, it can be by school.

KP: As a follow-up, will 40 need to be the number for a subgroup, or is there a chance that number will change, or can we go to a percentage?

JH: It can be set to a different number, however we would like – higher or lower. What would you prefer?

KP: I would prefer a percentage.

JH: The question is, 'would that change positively impact student achievement?'

KP: In the current system, a school may have 70% free and reduced. The combined is not in the AYP of others. The thought process would be to balance out so it is equitable for all kids.

JH: After Tuesday's meeting, this is on the table for discussion. Some have difficulty in sizes.

KP: Things are not received well in some places. If special needs students are a minority, and we need to address the achievement of African American and Hispanic students, and special needs are in groups, or one of the sub pops, what are we going to do?

JH: Nothing now about sub pops. They can morph into something, I suspect, but they are not going away because we know that their achievement has been looked at before in terms of aspects of who they were. We've been told that's off the table.

Question: Why consider going from 100% to another number? If you do, then you are not meeting the target of all groups. We need to be flexible from all areas. Why would we say that we will be successful by whatever number we set?

JH: If in the schools, you go away from 100 – it is disappointing, but if you say 100% and you are not, then this addresses tying up funds.

Question: Will we step out and not educate 100%? We are giving a label – not proficient.

JH: We will educate 100% to be college and career ready. We know now that when students go to college, many must be remediated.

██████████: About the assessments, will we set aside the exit exams and go to a total exam?

JH: The deal on that is we've signed off to go with PARCC. Those will be designed on the CCSS. This is states together, not just one. Every decision on this costs money. If it is a literature or math test, it cost more money. If the teacher evaluation includes every subject, it

costs money. How much do you want to mandate. We are mandating PARCC in term of others – the Algebra and Literacy will stay in place because the others cost money.

Comment: In conversation, some students count in more than one sub pop.

JH: We've thought of it. It would not change as it measures proficiency toward college and career – in terms of kids not AYP. Because we give a label – not a label of AYP. It will not go away – it won't be 'school improvement year 5', but we will continue to identify the poorest 15%

Comment: We need to reward the 75%.

JH: You mean with 'Bronze or Silver'? Should there be remedies associated with these?

Comment: We need to have something positive about our school.

JH: With labels to drive student achievement?

Question: In the 75% group, there should be some notation about growth. In our community, they look for our name – we are usually seen on a bad list, but not on a good list – it's a problem.

JH: Thinking about growth, without a doubt, something we did was so bad on growth – something we do to educate kids. We targeted 'bubble kids'; if you were below the bubble or above the bubble. The gains model says all students grow. Identification labels the school doing really well, but not getting the growth.

Comment: I'm not interested in any label. In the 75%, we progress one year in Math and one in literacy. We must compare different groups with each other. The ground shifts for us.

JH: We need to put something in the middle to drive schools. If we don't some become satisfied.

Comment: That's when school boards need to hold superintendents and principals accountable.

JH: There will be a reward of the top 10.

Dr. Kimbrell: Remind everyone rewards are not dollars, because we don't have any.

JH: What about Title Money? Will it increase? If we receive a yes, it will come from our set-asides. We have already set up 'priority schools'; we have no growth added in. We have to change. The Gains and Status model we must change how the ID focuses the school.

Comment: Does a minimum end apply?

JH: Yes, currently, it does.

██████████: Take a look at the top 10%. Some clientele are near the same clientele as others, the numbers are not high. We need more on growth than just test scores.

JH: Absolutely.

Mr. Hoy asked how many thought growth should be included. Over half attendees raised their hands. Only a couple disagreed.

Presenter: Dr. Karen Cushman:

Question: Will we have an electronic copy of this rubric? All I have is a rustic hand copy – I have to write it by hand?

KC: We will look at getting that form on line.

Question: Will just Principals evaluate teachers?

KC: It may be principals, assistant principals or curriculum personnel. It must be an administrator.

Question: Who will evaluate principals?

KC: The superintendent.

Question: Who will evaluate superintendents?

KC: That is the school board.

██████████: A pre-test and posttest are usually used to show growth. The tested areas must be part of the pre-tests and posttests.

KC: We know that CCSS will mean math and literacy will be taught by everyone. Everyone will become a reading teacher.

KP: The ACT considers 18 in English, 24 in Science, and 22 in Math; is the bar for college/career aligned with the ACT?

KC: We know that PARCC will be aligned with those standards. We also know that science standards are coming. Some states are using that consideration as opportunities for change.

Dr. Kimbrell: This means as students left high school are they college and career ready? We have several IHE presidents who agree to accept anchor assessments as an indicator of readiness. The cut score will be agreed to by all 24 states. There is a glitch in higher education in some states. The relationship is not as strong as in our states.

KC: I see Dr. Peggy Doss here. We know many IHE's that are ready to start embedding the framework.

Dr. Cushman asked: In Rules and Regs, should we have the same model?

Over ½ attendees agreed.

Dr. Cushman: Should we have flexibility?

5 hands were raised [small number in this large group].

5:00 meeting:

JH: If 100% proficient is not achievable, what is?

Lower.

JH: Lower it to what?

Lower percentage. 75% . 85%. 80%

JH: You are a small group, but you are brave.

100% is just politically correct.

JH: This is a goal that administrators and teachers should target from where students are right now.

Question: Who are we comparing the students to? Grow how much? Are we comparing Arkansas students to Oklahoma students or US students to Japanese students?

JH: In the growth model, it is our students to our students for instance, 3<sup>rd</sup> grade – if they are not proficient, then here's what you need to reach.

Question: What is the term proficient referring to?

JH: Currently in the state, it is a cut score established by a committee. Also, you should know there are 9 different growth models. No matter what model you talk about, someone will find a fault with it. There isn't a perfect growth model. If a growth model is applied to say, Springdale High School, you can grow even if you are proficient.

Parent Comment: In this situation you may get a parent saying you are not pushing my student – even if they are proficient; and we've talked about bubble kids – now we have bubble schools.

Question: Will this start from schools' scores from last year?

JH: This will start with targets on schools scores from last year.

JH talking about checking the box for flexing 21CC: This may be significant in some schools where athletes are required to have grades.

Comment: That's true at Drew Central. The kids we need to attend are in athletics.

Comment: If this is considered money for a safe haven for latchkey kids, it's more like a Boy's and Girl's Club, but if it's about instruction, it effects teachers.

JH: Some places have not just afternoon classes, but midnight classes.

Comment: It's a good thing to have 21CC and keep it for extended day. Schools must say if kids scored below basic, then they are not going to extracurricular until they go to tutoring. 21CC is not done right. It needs accountability. We take kids to the drop off point and everything – when will the state say you have to do this?

JH: So how many will say check the box?

Two hands are raised

JH: and how many will say don't check it?

One hand is raised.

Comment: Why do we try to teacher every kid calculus in 12<sup>th</sup> grade? Can we not career track our kids?

JH: Remember Futurists say we need to change because our students need new skills.

Comment: We constantly have to change everything.

JH: The world is pushing to a technologically advanced society. Students are exposed to new skills.

Comment: Yes, but Europe and Japan stunt their students. Finland gives very few exams.

JH: Yes, but the students there are multilingual.

Comment: Parents – where are they. Why are they not responsible?

JH: This is John Hoy, but when we target parents, we get the ones we don't need to come – the ones who we need don't come. We need to teach parenting skills in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade.

Comment: This is not about students in Finland. It is about not having developmentally appropriate practices. About not shoving reading down a 5-year-old's throat. We need more money in pre-school. Parents are required to sign to be responsible in Bastroff [sp?] TX.

Comment: If educators listen or watch what ADE says, we have STEM, STEM, STEM told to us.

Comment: We have college educations that are costing too much money. We've got kids who can't tell where FL or Little Rock is. We need basic skills.

JH: That's what CCSS will bring us to. Lots of teachers say some kids don't care. Good teachers are those who care. I don't know if you can legislate attitude.

Comment: Can't we use some of this money for smaller classes?

JH: Research doesn't support this working above a certain level.

Comment: We must teach social skills in early grades.

Presenter: Dr. Karen Cushman

Question: Can one teacher provide PD for another teacher?

KC: The district must approve professional development hours, but ADE approved college hours.

Dr. Kimbrell: For hours to count as professional development, it must be in the school planning document and documentation must be collected.

Many questions were asked about CCSS, Dr. Kimbrell answered by telling we will experience crossover on standards, and shared the analogy of the difference in our framework and CCSS as being the difference in simple skill demonstration and then using the skills in an actual ball game. Continuing to share, Dr. Kimbrell said it's not just about memorizing content, but doing what matters – not just writing, but writing about what matters.

Question: Will the CCSS be tested?

KC: The PARCC assessments will be aligned.

Dr. Kimbrell, to address more questions of 'why the CCSS', said others are out-performing us – our kids must compete. An example was given that we may have 16 content standards in Kindergarten math now, but with CCSS we may have 4.

Question: Is CCSS going to do away with NCLB?

Dr. Kimbrell: NCLB is an accountability system. CCSS flows into it.

Question: Students have better success when they have taken pre-AP and AP physics – there is an entire letter grade gain.

Dr. Kimbrell: They are better positioned to learn.

Parent Comment: So the act's in place and you meet it. Now what?

KC: We will get the rules and regs in place this year.

Parent Comment: About the assessment portion for teachers – states have stuck their necks out for RTTT, and now teachers don't want to work with student teachers.

KC: It's a problem now.

Parent: Arkansas didn't get RTTT, do we know how to circumvent that problem?

KC: That's a good question – a very good question.

Parent: We had pilot schools for the teacher evaluation – what will they add to this process?

KC: We have had some schools choose to use the system, but this isn't the pilot for our implementation. We will be learning from those who have chosen early implementation. What we learn may require changes in our rules.

Parent: Will Pathwise be part of this system?

Dr. Kimbrell: It will definitely be part of it.

Question: Will we be doing away with LEA's?

Dr. Kimbrell: No

Attendees asked if private and charter schools will be required to take these tests. The explanation was given that charter schools are public schools, but we don't regulate private schools.

**ESEA Flexibility NCLB Waiver Discussion  
Regional Meeting – Jonesboro High School and ASU  
December 5, 2011**

11:00 – JHS

Hoy – JHS is in year 6, Does that mean it's not a good school?

Students – No, I think we don't even out; we have a lot of top tier students and a lot of bottom tier students.

Hoy – Provided an explanation of NCLB and School Improvement labels.

Students – Don't the requirements go up each year?

Hoy – Until 2014. Is that reasonable? Achievable?

Students – No

Hoy – Introduction of ESEA Waiver. (References were made about accomplishments of the tumbling team, basketball and football teams to make a correlation of the importance given to being the best.) If 100% is not achievable, what is? How many graduates are expected this year?

Who should we not educate?

Students – This class has 360. Why are we trying to educate students that don't want to be educated?

Hoy – Good question (example given). What happens to the ones we don't educate when they graduate?

Students – I understand if we don't educate them the crime rate will go up; I'm not saying don't educate them but I think they should be separated from the ones who want to learn. The teacher's focus is divided and that keeps me from learning.

Hoy – After we separate them, do we still educate them?

Students – Vocational schools provides job skills.



Hoy – Explanation of changing job market and marketable skills was introduced.

Students – But if you don't have a chance to go to college...if you keep pushing education, the middle class is going away. Let's say everybody gets a degree, the degree doesn't mean anything.

Hoy – Examples of job security provided – pursue hard to fill education majors. (Introduction of College and Career Ready and the Waiver Flexibility.) Option A – 8; Option B – 1

Students – Does that mean every school would be different – ex. JHS only has 60% proficient, does that mean they only have to move to 80%?

Hoy – We can find out where we are in the state or by each school level – example of Hughes and Jonesboro.

Students – Not so much – that would seem biased against schools that are struggling. Isn't that what NCLB is saying, everybody needs to catch up?

Hoy – Does a student in a low performing district deserve to have to make lower targets? (Questioned students regarding subgroups)

Students – Statistically it makes sense I guess. Are we just trying to make it achievable?

Hoy – That's what we're trying to find out.

Students – In a challenging class you may not do well but you learn more. There's no way to create numbers. In order to achieve you're going to just teach the tested skills but not educate us.

Hoy – Do you tie everything to a test? A lot of occupations are tied to a test.

Students – So essentially y'all are training us to take test and not educating us?

Hoy – Should we set different targets for every school? – 14 votes or Set an average for the state? 0 votes

Students – Do you care to tell us in a nutshell what's going on here? (from a student who entered the discussion late)

Hoy – Summarized what had been occurring in the discussion

Students – Can't you change the increase rate if you're at 90%

Hoy – That may be possible in Option C. Should we have a different target for each subgroup?

Students – I don't think we should for race but is it possible to set different ones for students with disabilities?

Hoy – One target for every subgroup – 6 votes; Different targets for each subgroup – 7 votes (Introduction of Growth) Do we take into consideration those who are high performing and not moving but others are low performing but making great gains and still not meeting proficiency? 100% voted yes

Students – As long as its proportional

Hoy – No one has agreed on a growth calculation.

Students – Is there one way to educate?

Hoy – No...

1:30-3:30

Meeting began at 1:35 with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A – 22; Option B – 0; Option C – 15.

- Majority agrees we should use growth in calculating low performing schools to identify the bottom 5%. After providing the example of possibly having schools not currently in improvement being identified in the bottom 5%, only 2 hands were raised.
- Does it make sense to have the same calculation for the bottom 5% and top 10%? An insignificant number agreed
- Why do we have two different calculation methods?
- Act 35
- The present system have schools in improvement but have combined scores that are higher than some not in improvement. Unfortunately when you have more numbers that make the subgroups count you will probably always be in some form of improvement.
- You have to have a calculation that measures the same group of students to get an accurate picture.
- What do we do with the 75% in the middle? Should we differentiate? 7 voted yes; should we leave them alone? 6 voted yes. Should we ask for flexibility with 21 CCLC funds? An insignificant number provided input but more leaned toward the flexibility.
- Is there a program in place that has a very, very aggressive parental involvement plan?
- Principle 2 – what’s being considered for SPED and differentiating targets?
- Has there been any discussion about students in being counted in multiple subgroups?
- What about changing the minimum “N”? How will that impact student achievement?

Session ended at 2:36

- Is there a possibility of looking at the minimum N as a percentage rather than a number?
- What about identifying the lowest quartile by scores and using growth to determine the bottom performers and/or flip it for the top quartile?

5:00-7:00 Questions and Comments (Mr. Hoy’s remarks in red)

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A –14; Option B – 2; Option C – 10.

- If 100% is not achievable, why are we keeping it in there?
- On the current AYP calculations, would option A be based on those?
- Both option A & B will be based on where we are now.
- So 100% will be based on Common Core?
- I don’t think so because once Common Core is fully implemented, we will have to reset targets.
- But if we reset it, it will be based on all the states since it’s a common assessment. Is that right or will it be for Arkansas only?
- If we do reset, do we have six years from the reset or if we’re two years into the original six, do we only have four years?

- Flexibility is only good until ESEA is reauthorized.
- Regardless of which option is chosen, the labels and levels will be off the table, right?
- Introduction of Principal 2 – Should we try to come up with a common calculation for the bottom 5% and top 10%? Should we use growth in the calculation? 14 votes in favor; 1 voted no
- Are you going to check to see if the top performing schools have more resources than the low income schools at the bottom?
- Isn't it more challenging to move from 90-100 than it is to move from the floor to 30?
- Explanation of growth under HIVE – What do we do with the schools in the middle? The 75%? Leave them alone? Differentiate? Should we ask for flexibility on 21 CCLC? The vote was about 50/50. Should we set different AMOs? There was no real response.
- We need to know how you're going to calculate the AMOs.
- The one thing that's not taken into account with the calculation is the lack of high quality teachers.
- A lot of districts have ALPs, could the State not set a uniform time frame for posting job openings?
- Are you referring to State control as opposed to local control?

Session ended at 6:04

**ESEA Flexibility NCLB Waiver Discussion  
Regional Meeting – Maumelle High School  
December 6, 2011**

Meeting opened at 1:32 with remarks by Student Council President. Mr. Hoy followed with thank you, introduction of key ADE personnel, and introduction/overview of the session. Option A – approx. 26  
Option B – 0 Option C – approx. 22 It is noted that there were a minimum of 100 in attendance.

- Let's say you're at 90% at the end of those six years, what happens then?
- Don't know if there will be six more years or what will happen. Duncan said, what the people request in their waivers may help drive what the reauthorization looks like.
- On the first option, what population are you trying to cut in half, i.e., low SES or students with disabilities
- It may not be as complicated as it initially sounds; the possibility does exist that it may get all the way down to individual school levels.
- Are we actually going to set a different set of goals for every sub-pop?
- The possibility exist
- When I look at the options, I'm curious about the interventions or strategies that would assist in the options that we're being asked to provide input.
- How would the combined population be figured if all the subpopulations have different targets?

- What I'd like to get together in the month of December and put something out for everyone to review and provide input on.
- Clarifying what option A is...hypothetically my SPED pop has to possibly improve at double the rate as the combined population.
- That is a possibility. We have already said as a State that we are going to adopt CCR...that means ALL students.
- We're supposed to be teaching from CC and our assessments are on the Frameworks so what accountability are we going to putting into place to assist...
- I'm assuming when the State makes a decision they will go with option A...will that be based on last year?
- When we look at calculating AMOs, should we keep doing what we're doing? Or change it and include growth in the calculations? Keep – 0; Change – approx. 20; majority did not vote
- What do we do with the 75% in the middle?
- Something must be considered when students with severe disabilities cannot take the grade level test that will allow them to take a different type of accountability assessment.
- In reference to the 21 CCLC grant – schools and communities work in partnership- what is envisioned if the flexibility is granted? We need to look at an operational definition of extended learning time. [REDACTED] with the Arkansas Out of School Network

Session ended at 2:42

Additional questions:

- The waiver process...several states are not going to complete the request...the Department has limited resources and limited capacity. Is it best for kids to complete the waiver when we're beginning Common Core and kids are still being assessed on the benchmark. Has the State definitely decided to apply for this flexibility?
- Yes. Dr. Kimbrell explained the State had already exhausted other efforts to freeze AMOs so in order to make changes to our Accountability Workbook and targets, this flexibility was needed.
- I'm really disappointed...the waiver process is a false premise...we're acting like Common Core doesn't exist...that seems to be directional disfunctionality. I highly applaud the Department...
- Getting back to limited resources and capacity, where does our focus need to be?
- (Kimbrell) There are four principles and we've already begun three of them. It's the accountability principle that we would be using our resources.

5:00 – 7:00

- Are there any states that are not applying for waivers?
- Yes
- Has any state reached 100%?
- No, not to my knowledge

- When we're looking at IDEA and IEPs have they looked at growth?
- We get to set the targets by sub groups and you could set the target for the sub group based on the average...we could have different AMOs not for just the state but for every school in the state and possibly every sub group...
- It seems like the end result is what NCLB wants. So why don't we test children at their reading levels because children are being forced to take test above their reading levels and will never be able to make proficient.
- We're switching to Common Core, using PARCC assessments and using on-line assessments...will the students be tested for proficiency on benchmark assessment or what?
- Is there a plan for the transition of those scores when we switch the assessments?
- We would be able to reset the proficiency levels on the new assessment when it counts.
- As a SPED teacher, anytime there's 100% proficient by whatever the date is, that's not logical for the diverse population and then on top of that to put a blanket 1% allowable on the population is unrealistic. A lot of that will depend on the percentage of students. If SPED is expected to reach that 100%, in elementary we are not given the same resources
- Option A - 6 ; Option B – 0; Option C – 5 (17 were present in this session)  
Should we include growth in our calculation? 9 voted yes; should we keep what we got?  
No votes; Do you have something else in mind? No votes

Session ended at 6:08

**Comments Submitted to the Email Address**  
**[ade.nclbwaivers@arkansas.gov](mailto:ade.nclbwaivers@arkansas.gov) .**

Mon 12/12/2011 7:39 PM

Suggestions:

There must be consistent methods for teacher evaluation statewide. Consistent evaluation methods would bring about a "Distinguished" teacher rating in one district being equivalent in another district. The methods should address the potential of a teacher in one district being evaluated "Below Basic" and then if the same teacher moves to another district is evaluated as "Distinguished".

The linking of student growth & achievement toward AYP goals with a teachers evaluation is important. But there must be recognition that a student's achievement must be compared with expectations for a student's aptitude and capability. I'm not sure how to describe the terms used by districts regarding those groups to represent aptitude and capability - Gifted/Talented, Advanced Placement, Honors, Regular, Alternative Learning, Resource, etc. Could you recommend the groups that would be appropriate? There is probably some statistical means for establishing expected student achievement levels for each of those groups. Is GPA the best measure? The four assessments as part of the CCSS? A teacher's evaluation would be measured at the levels for that group. There could be "Distinguished" teachers in each student group and not only in the highest achievement group (4.0+GPA's). Do teachers have a choice in which student group they teach or is that decided by admin or by whatever teacher openings are available?

The linking of an objective "parent/guardian" support factor with teacher evaluations seems to address another fairness issue. Not in a way to make the teacher accountable to gain that support, but rather a way to offset the effects of a lack of support on a student's achievement or to enhance the effects when there is full support. In other words, there is an evaluation on a teacher's measure of effectiveness which may be limited (or unlimited) by a student's study habits and discipline which are influenced by parents or guardians. It's not fair for a great teacher to be penalized by an uninterested student or a great student to be penalized by an uncommitted teacher.

Thanks,

Mon 12/12/2011 8:44 AM

Dear Sir or Madame:

I am very concerned about some of the factors you are considering for the evaluation of teachers. My highest concern is using student test scores in any form in the evaluation of a teacher's performance. There are several reasons using student scores are neither practical nor ethical: 1) Lack of student accountability for the test 2) Factors outside our control that affect the test (i.e. home life of student, student's mental and physical needs not being met outside of school, student I.Q. and learning disabilities) 3) The regional economic status the school in which you teach is in 4) Students absenteeism 5) the lack of importance American society puts on education.

We have absolutely **no control** over what a student writes down on those tests. In my 13 years of teaching, I have seen it time and time again where students finish a thirty minute test in five minutes by making pretty little designs with answers on the bubble sheets. What consequence do these students have for this behavior? Absolutely nothing! If they fail the test they continue on to the next grade level; their grade is not affected for the year; they do not get penalized in any shape or form. What consequence do teachers have with this new evaluation? A long list of extra paper work they must fill out; a formal record that they are "bad teachers"; more restrictive teaching environment for them; especially when it gets to be dog-eat-dog in who gets the "advanced" students and who gets "below basic" students. Student scores should not be used to evaluate a teacher's performance until students are also held accountable for the test.

There are so many factors to consider in the education of a student that are not in the teacher's control that affect the scores it is impossible to name them all. Public school teachers have seen so many dysfunctional families that when a functional family comes along we marvel at the sight. We have children that haven't slept because Mom and Dad are dealing drugs all night long. We have children that hoard food from the cafeteria because they know it will be the only thing they eat that weekend and those are the lucky ones. Yet we expect these children to perform at the same level as the child that has clean clothes, food on the table, and parents that make sure they come to school each day. We also expect students that have IEP's to perform the same as students that do not have IEP's. One of the biggest disadvantages we do our students is to not use their modifications on the state test. Say, for example, one of their modifications is to have a shortened test or lessen the number of choices on the test. These modifications are ones that are used throughout the school year but when we get to the state test they are not given these modifications and are still expected to perform like the other students. A teacher could have her license taken away if she/he DID follow the modifications on a state test! My question is how can a teacher be held accountable for this student's test score? Yet that is what you are about to consider.

The economic status of the school district in which a teacher teaches could also affect scores. If this were not true, then why do we have a subpopulation for it on the state test

results? We all know that lower social economic areas have always performed lower than areas that have a higher social economic status. What will happen if we were to attach scores to teacher evaluations in lower performing schools? No one will want to teach at those schools. We already have difficulty in getting quality teachers to teach in rural areas or schools that are on year three, four, and even year six school improvement. Add the additional discouragement of possibly having a black mark on your permanent record and you will see a mass exodus from struggling districts. Oh, you may find someone desperate enough to teach at those schools; but it is not going to help you reach your goal of bettering the education of American students.

Another aspect that plays a role in scores is student absenteeism. While this may not be an issue in all school districts, it is in others. Again teachers have no control on whether a student comes to class or not. If parents do not make their children come to school, how can I teach that child? Even offering tutoring before and after school cannot catch up a student that has missed ten to twelve days of school in just one semester.

I believe teachers should be evaluated on **their** performance and not the performance of another human being. There are too many factors that influence student testing to make it a viable component for evaluation. This methodology has not worked in the past and will not give you the results you seek now. If you want to truly change education of American children, we might want to reevaluate the system as a whole which is still using the same antiquated methodology from its conception over 200 years ago.

Tue 12/6/2011 2:38 PM

Dr. Kimbrell asked that suggestions about the state's accountability waiver be processed through this e-mail address.

The waiver process should acknowledge high performing schools while engaging low performing schools by offering help and hope. Using an accountability system that uses a standard error of measure to keep status of "meeting standards" could be calculated each year... criterion referenced tests cannot remain static every year as hard as committees and testing companies try to do so. Subgroup growth could also be calculated with this same standard error of measure system. The size of the school or subgroup may have to be weighted when calculating this standard error of measure.

Also, using an individual student achievement score growth plan that uses a standard error of measure and two years to show growth could give Districts time to recognize individual needs and address an RTI process to improve student scores.

Thank-you and Dr. Kimbrell for informing us and giving us the opportunity to provide input.

Wed 11/30/2011 4:13 PM

For Accountability

Use Safe Harbor for combined and subgroups in the Focus and Priority groups. This forces schools to move 10% of the deficient to proficient in a year. It is more reasonable for a school with 30% proficient to move 7% from deficient to proficient making their total necessary 37%.

The state could take care of awarding the top 10%, and districts could take charge of ensuring that their middle 75% were not slipping.

As to Teacher Evaluation – I have grave doubts about building student achievement into the process. Value-added from state mandated exams is only available for grades 4-8. EOCs are not vertically linked to Augmented Benchmarks even though that connection was recently built into the Improvement Gains Index.

You could use NWEA MAP testing to measure growth over the year. It is a formative assessment taken online three times a year. Lots of districts in Arkansas use this anyway, and it is available K-12 in math and literacy, science in middle – 10<sup>th</sup>, and math EOCs.

Thanks for your hard work on this,

Wed 11/30/2011 11:19 AM

1. NO SPECIAL EDUCATION STUDENT BENCHMARK SCORES ADDED/INCLUDED IN A SCHOOL'S COMBINED POPULATION
2. SPECIAL EDUCATION STUDENTS NOT INCLUDED WHEN FIGURING SCHOOL PERCENTAGES FOR PROFICIENT (AND/OR ADVANCED)



## ESEA Flexibility Waiver request Survey Summary

On December 12, 2011 the Arkansas Department of Education (ADE) posted a commissioner's memo on the ADE website requesting that the citizens of Arkansas respond to a survey on the state's request for flexibility from certain aspects of federal ESEA mandates. Respondents were asked to complete the survey on or before December 19, 2011.

214 responses were received and reviewed by ADE personnel. The 214 respondents included 4 parents, 4 educational or university professionals, 76 school administrators, 119 teachers and 11 respondents that considered themselves to be in the category of other. Responses were received from 48 of the 75 counties in the state.

### Principle 1

Many of the survey respondents shared concerns that too much emphasis has been placed on college readiness and not career readiness. In an effort to improve the career readiness aspect of this principle many suggested a greater focus on apprenticeships, internships, and more vocational classes. Others wanted a definition for the concept of college and career readiness and emphasized that the readiness should not just be academic but should help students prepare for the social/emotional aspects of college and the rigor expected of young adults in college or a career. Multiple pathways to student success were embedded throughout the responses. In several responses separating students into college or career tracks based on abilities or aptitude was suggested. Several respondents echoed the feeling that "Not all students are college material", while others agreed with the idea of preparing all students to have the opportunity to pursue college if they chose to do so. Many of the respondents felt that Arkansas was well on the way to implementing college and career standards with the adoption of the Common Core Curriculum while others stated the difficulties of implementing the standards. Limited resources and being tested on the Frameworks (Arkansas' current curriculum) while being required to teach the Common Core Standards were cited as concerns.

### Principle 2

One of every five responses to this principle contained the word growth. Almost all responses involving the word growth felt that it should be incorporated in any new accountability system because it seemed to be a more fair way of assessing achievement. There were a few respondents that were concerned that higher performing schools would be penalized by growth because they perceived that it would be more difficult to make growth if all students are already performing at high levels. Most respondents seemed to agree that a new accountability system should be adaptable to different subgroups and different schools but at least one respondent was concerned that expectations for some students could be different from the expectations of other students. There seemed to be the desire to move from the mentality of an accountability system that identifies schools and punishes them to a system that identifies concerns, and offers interventions and support to help address the concerns. A few respondents suggested that we recognize *reward schools*, help *priority* and *focus schools* and leave the others alone, while at least one respondent expressed the desire to maintain high expectations for all.

### Principle 3

Most of the survey respondents seem to agree that a new teacher evaluation system is needed. Many respondents also seem to agree that the current system being rolled out is good but several express a concern that the system being proposed has the potential to be a paperwork nightmare (especially for principals in small schools without an assistant principal). Another concern raised had to do with the capacity of school leaders to implement the system well (*do leaders have the prerequisite skills? are the descriptors vague or arbitrary? how do you properly account for teachers in non-tested areas?*). Most seem to agree that leadership at the school, district and state level is the key.

#### **Principle 4**

Everyone agreed that this principle should be implemented. Several cited that most of the reports needed could be pulled from the APSCN database or School improvement plans. The major areas cited as concerns were ACSIP plans (for redundancy), multiple standards review bodies (ADE ACSIP, ADE Standards, USDOE, NCA-CASI), and detailed lesson plans including looking up curriculum numbers. It was suggested that Arkansas consider consolidating federal funds and aligning federal and state accountability laws.

#### **21 Century Community Learning Centers**

The feeling on this option was mixed with some for it and others against it, but most of the respondents were not familiar enough with the concept to offer an opinion.

#### **Other General Comments**

Accountability is critical, but focusing on a test to determine whether you have a successful school is disheartening. Any relief from our current path will be greatly appreciated!

All schools should be held accountable for keeping the standards/expectations high for ALL students, but recognized growth may be different with different children or populations of children.

Arkansas teachers are good, kind and educated people. We do not work for the pay, we care about our students and our schools. I wish I felt more appreciated, but sometimes, I feel persecuted. I know there are bad apples in every bunch, but instead of punishing all of us, take care of them. There should be measures that administrators can take to weed out these teachers who think it is an easy job and they are just here for the check. Instead we all suffer from blanket punishment.

As an exchange student pointed out to me, America could get more students to focus on academics by raising the driving age to 18. Once young people start driving, at age 16 in Arkansas, or even at 14 in hardship cases, they get distracted from their studies by jobs-for-pay which they need their own cars to get to, they say. That argument becomes circular when they say that they need their jobs to pay for their car insurance, for gas, or for car payments. We have college students dropping out of college in order to make the payments on brand-new cars. Changing the minimum driving age for licensed drivers would be politically very difficult, since

so much of our society depends on cheap labor to staff fast food establishments and retail stores, and the sale of cars, gasoline, insurance and such to keep young drivers on the road.

As someone who worked for 8 years with SES programs, I am mainly concerned about the futility of continuing to throw extreme sums of money at private tutoring programs which neither have innovative instructional practices nor could not care less about running their programs with any consistency or organization. It has been a money-eating disaster and so much the opposite of what might have been intended to help students. When you can't get the owners to even furnish enough materials or follow their own application promises it is obvious many are in it only to get money. I agree with the intent of NCLB, but since these companies hire our teachers to carry out their lame programs, I would suggest that the money reserved for SES be used for our own teachers to carry out extra tutoring and eliminate paying outside vendors who have proven not to be interested in our students' learning. Our teachers are many times having to devise their own lessons anyway due to lack of real programs furnished - and because they are the ones who really care about the students' progress. Many problems would be eliminated, such as logistics, management, and paying for profits instead of actual instruction. I cannot stress enough what a waste this is...

Be thoughtful as you work on this waiver request, especially in the areas of (a) communication to school employees and the public and (b) smoothness of transitional implementation.

Career Academies is a wonderful idea and needs to be expanded so that more students are exposed to the world of work. Not all students go to college and those that do - once they graduate; college isn't terminal. We need them to go to work.

Children are not "products" that we run through some type of manufacturing process. No teaching can force them to all be alike - THANK HEAVENS!

Continue flexibility with State REAP funds. Districts need flexibility to purchase services and instructional equipment and materials directed toward improvement of student achievement.

Continued assessment using an old system while a new system is being implemented is unfair to students, parents, teachers and administrators.

Does applying for a waiver admit that our state run schools will not be able to meet the goals of NCLB? Could the major obstacles be systemic? Our SEA should adopt the business model to improve its educational services throughout the state. We are using marketing principles to attract students, why not use business competition to improve our product---education!

Encourage full school choice. The state should transition from Public school choice to Parental school choice where a school is chosen by the parent based on that child's needs public, private, or homeschool. The per-pupil allocation should follow the child. We will see a better product (closing of the gap) for our state just like Florida has experienced when they implemented full school choice!

Education decisions need to be handed back to the states in order to educate students. Every child is not going to attend college so we need to create some programs that will help prepare students for jobs.

Everything needs to be consistent and fair.

FOR FAIRNESS ON AYP'S-REMOVE THE SPECIAL EDUCATION STUDENTS FROM AYP EXPECTATIONS. DO NOT INCLUDE THEM IN THE COMBINED POP AND DO NOT INCLUDE THE IEP SUBPOP IN THE AYP EXPECTATIONS. THANKS

For years we have talked about meeting the needs of the individual children and then we turn around and expect every child to learn the same curriculum, on the same timeline, and that just isn't going to happen. I do believe that each child can learn, but often it will be a different pace and maybe a different method.

Funding will always be a problem in improving teaching and learning. This is most true with the sub populations in NCLB. Growth and maturation are individual considerations not two points in time.

God bless us, every one. -Charles Dickens, A Christmas Carol

I am concerned that Arkansas adopted the Common Core Standards without giving them a trial run first. The standards are definitely needed and I am in favor of a nationwide curriculum for all states, however, the common core standards are vague and new teachers and some seasoned teachers will not interpret them in the same way.

I appreciate the geographic locations of the hearings!

I believe it is absolutely ridiculous that teachers have to pass one the most difficult tests by way of Praxis II for Mid-Level Content in order to teach. A test should not determine whether one is a good teacher or not.

I believe that we MUST be granted a waiver in order to prepare our teachers and students to adopt CCSS fully. Right now we are beating our head against the wall trying to catch two cows. On one hand we are being told to begin and continue the conversations regarding CCSS and the other hand being told meet AYP. We must be granted a waiver to fully begin the process of implementing CCSS.

I do not think that we need to eliminate Supplemental Educational Services...these need to be explained to the parents completely....and school districts should not be allowed to be SES providers...

I have noted more children being left behind due to no child left behind because they fall short of the very stringent requirements for additional help necessary for success due to the tying of funding to scores.

I like the new CCSS strategic plan put together by the Curriculum Office at the ADE. What you are doing makes sense!

I love teaching! I love my kids! I spend too much time doing things that don't really help my students and those things take time away from my students!

I think the state is on the right track but some things could just get better especially having to duplicate things.

I think we need to consider what is being asked of our special education students. Somehow, these students need credit for showing growth.

I would love the opportunity to lead my students in a direction that would prepare them for the future. Students have almost no social skills and could benefit from having these things taught to

them for their future. I know that they probably won't have to use a lot of them when they enter the work force but they are still important for people to succeed in the career market later in life.

Inquiry based learning should be up front in all these neat little packages. And give the teachers some freedom to make some spur of the moment decisions to support an authentic, active and real world movement that occurs spontaneously in the classroom.

It is a shame that a segment of the Little Rock business community is focused on tearing down the school district for their political agenda. Businesses are not going to relocate - or stay - in a community that does not support their public school system.

It is my opinion that this survey is a requirement only. Nothing stated will be considered or acted upon; another exercise in futility. As an educator, I am willing to put everything on the line and say what needs to be said even though not expecting that anything will change at higher levels of governance.

Make up your minds what you want for outcomes, make them short and to the point, and get out of the way. And stop the multiple, multiple levels of testing with a year for feedback, no teeth, no holding little Johnny back because he refuses to learn, etc. Hold THEM accountable.

Most of our students in the state of Arkansas really want to learn. They try hard, they study hard, and generally try to do their best on every task assigned to them. I think that, if there is one factor that bends the learning curve, sports are too heavily emphasized by schools. We should spend more time teaching Math and Reading skills and less time "bench-pressing 100 lbs. when you're 13 years old.

NCLB is of the devil!! Put an end to it!! Teachers are not testers!!

NCLB was a great idea, but not realistic. If students show growth from year to year and teachers, administrators, and school districts are held accountable for growth by their students, this should be sufficient in a waiver response.

Not all students need to be together at the secondary level; some students will be left behind while you are catching up the students who are lower achievers. The higher achievers will be left behind.

Please do not stop holding schools accountable for making progress with all students.

Please remember that high schools are at the end of the ladder of the K-12 educational system. When an accountability system is put in place please remember that when a district has a educational system in place in will take high schools a little longer to see significant growth. High school scores are affected by the number of years an elementary and middle school students reaching the high school that have been in a system of student achievement. 7th and 8th graders now will not be fully embedded into an educational system as well as when the students have been embedded with common core for at least 4 to 5 years.

Please submit a request to waive SES. In general, these services have not resulted in improved student learning and the funds could be used for other actions such as reducing class size, technology hardware and software to integrated authentic experiences into the classroom, etc.

Question....Would School Improvement labels be removed from districts who now have them? If they are not removed, can you still work your way off of school improvement status?

Schools should not be placed on School Improvement for AYP since Common Core Standards are being implemented and the methods of standardized testing are changing.

Some aspects of NCLB were reasonable. As anything done by the Fed. Govt. it was overburdened and very little based on the reality of Education

**STUDENTS FIRST!!!**

Taking the Praxis III test away from non-traditional teachers is the most unintelligent decision ever made by the powers that be. I could understand not making someone take it if they went through a traditional path. These are people that might have the content knowledge but absolutely no methodology background. I know some really intelligent people but that does not mean they would be a great teacher. I understand we have a shortage of qualified teachers but that does not mean we need to include just any person in the profession. I have an extensive background in first aid and medical terminology but that does not mean I should be granted a license for nursing or any other medical field.

The ADE should be more transparent with testing and scoring of tests. Tinkering with the equating tables and not providing the information to the public is suspicious... Tinkering with the tables can cause increases and/or decreases in achievement across the state when several years are studied.

The entire educational system of this country is spiraling downward and needs a complete overhaul. Thank you for this opportunity to vent.

There needs to be some accountability on the parents and students to be responsible for the learning as well.

These continuing strands of legislation are beginning to make seasoned and highly evaluated educators begin to think more than just twice about leaving the profession. Please, just let us good ones teach. AND, quit adding tests! My teaching year now has to end in March to allow for testing - absurd. As a parent too, it is hard for me to continue to support Arkansas' public school system.

This waiver is long overdue, as we all know. Certainly not the ADE's fault, but rather DOE dragging its feet to reauthorize NCLB. The attitude of, "This (NCLB) too will change. It's too unreasonable / unbelievable to not do so" has greatly hindered progress in our public schools. So far it HASN'T changed and 2013-14 is upon us. Good luck with the waiver process!

This will burn out teachers and cause a strain between teachers. They will keep their ideas to themselves and not want to help each other.

Too often, Professional developments are redundant, unuseful, or not applicable to the courses we teach.

Use "real" teachers on these panel discussions. If you've not been in the classroom in the last 5-10 years, you're really out of the "loop" on what's going on.

Use a phase in process using current Benchmark testing until new PARCC assessments are fully operational. For example, use current reading passage types (3) as found in the Benchmark and continue with the open response items for each reading passage. Raise the level of text complexity annually....and notify districts/schools what the lexile level will be for the three reading passages at each grade level in August of 2012 that will be found on the 2013

Benchmark exams. For the 2014 Benchmark exam, increase the lexile level again for the reading passages found on the state required test and have students respond to each with an open response as we do now. Revise the writing exam (discontinue the decontextualized prompt as it is now) and have students respond to one of the three reading passages (with the changes in text complexity from above and maybe the student can choose which reading passage for the 2013 Benchmark that he wants to respond to in a more comprehensive performance assessment/task type). . Make the full writing response to the reading selection more like a true performance task. All of these changes are moving us toward PARCC-like assessments as we are learning about them...while preserving some of the elements in the current Benchmark exams. Benchmark math exams could be revised in similar ways.

Waiver needed, but not necessarily with testing data linked to teachers only

We should take the tying of test scores and take a hard look at how this is going to be uniformly tied to teacher's evaluations. It should be the same for all schools and uniform principles used.

We want to be an excellent school and our teachers work hard. It is time we cut back on constant reports on every little thing and allowed to really work on improving our schools. It is also time to use reasonable assessments on school improvements.

When are parents going to be held more accountable for their child's actions and attitudes?

With the implementation of the CCSS, we are now ready to move forward. We need help with the professional development for teachers and administrators. Also, I am appreciative of the opportunity of getting a waiver to help schools. Please don't allow the waiver to have too many strings attached.

Would really like for all schools to be compared alike, not based on what type of students they have. Would like for accountability to be in one area and not all areas the child fits in. Sometimes a school gets hit for all sub pops on one student.

<b>ESEA Flexibility Meeting Attendance Summary</b>		students	parent	paraprofessional & misc school employees	teachers	school administrator	retired school administrator	ADE, Education Prof, & Universities	civil rights organizations	org repr students w/ disabilities & English learners	Indian tribes	business organizations	
Committee of Practitioners on 10/14/11						16		9					25
NCLB Wiver (ESEA Flexibility) Work Group 11/8/11								5					5
NCLB Wiver (ESEA Flexibility) Work Group 11/8/11								13					13
ESEA Flexibility Stakeholders Meeting on 11/18/11 at 11:00 a.m.			1					11	1			1	14
Alma ESEA Flexibility meeting on 11/21/11 at 1:30 p.m.				2	24	52	1	8		1			88
Alma ESEA Flexibility meeting on 11/21/11 at 5:00 p.m.			4	2	20	14		5					45
ADE Work Group on 11/22/11 at 3:00 p.m.								7					7
Arkadelphia ESEA Flexibility meeting on 11/29/11 at 11:15 a.m.		22			1	1							24
Arkadelphia ESEA Flexibility meeting on 11/29/11 at 1:30 p.m.					2	59							61
Arkadelphia ESEA Flexibility meeting on 11/29/11 at 5:00 p.m.			1		7	14							22
Monticello ESEA Flexibility meeting on 12/01/11 at 10:00 a.m.		62			1								63
Monticello ESEA Flexibility meeting on 12/01/11 at 1:30 p.m.			6		8	47		9					70
Monticello ESEA Flexibility meeting on 12/01/11 at 5:00 p.m.					8	2							10
Jonesboro ESEA Flexibility meeting on 12/05/11 at 11:00 a.m.		14											14
Jonesboro ESEA Flexibility meeting on 12/05/11 at 1:30 p.m.					2	15		12					29
Jonesboro ESEA Flexibility meeting on 12/05/11 at 5:00 p.m.			4		14	24		6					48
Maumelle ESEA Flexibility meeting on 12/06/11 at 1:30 p.m.			3		5	61		31					100
Maumelle ESEA Flexibility meeting on 12/06/11 at 5:00 p.m.			2		14	6		4					26
ADE ESEA Flexibility meeting 12/13/11 at 11:00 a.m.								11					11
ADE ESEA Flexibility meeting 12/13/11 at 3:00 p.m.								7					7
DeQueen Mena Cooperative 12/15/11						11							11
<b>TOTAL IN ATTENDANCE</b>		98	21	4	106	322	1	138	1	1	0	1	693



# Committee of Practitioners Sign In Sheet

Purpose of Meeting: Review and advised on Rules

October 14, 2011

	Name	Title/Location	Mailing Address	Signature
1	Annette Hays	FACS Teacher & FCCLA Advisor Location: Acom Campus		
2	Betty Brewer	Administrative Asst. to Superintendent Location: Dumas		
3	Bobby Lester	Director of Federal Programs Location: ADE		
4	Carl Barger	Location: Conway School Dist.		
5	Chandra Martin	Public School Program Advisor Location: ADE		
6	Cindy Hogue	Federal Program Advisor Location: Division of Learning Services/ADE		
7	Dana Davis	Public School Program Advisor Location: ADE		
8	Doug Upshaw	Principal Location: Hot Springs School Dist.		
9	Dr. David Westmoreland	Director of Student Services Location: Conway School Dist.		
10	Elbert Harvey	School Improvement Coordinator Location: ADE		
11	James Gregory	Federal Grant Coordinator Location: Lincoln School Dist.		
12	Janet Walker	Federal Programs Coordinator Location: Lafayette Co. School Dist.		
13	Jenny Barber	Supervisor of Federal Programs Location:		
14	John Hoy	Assistant Commissioner of Academic Accountability Location: ADE		
15	Jon Collins	Principal Location: West Memphis School District		

# Committee of Practitioners Sign In Sheet

Purpose of Meeting: Review and advised on Rules

October 14, 2011

	Name	Title/Location	Mailing Address	Signature
16	Kathy House	Principal-Private Schools Location: Christ the King		
17	Leon Adams	Coordinator Title <del>Division Title</del> Location: Little Rock School Dist.		
18	Lori Mitchell	ESC Location: Arch Ford Building Co-Seq		
19	Matt McClure	Superintendent Location: Cross County School Dist.		
20	Paula Rawls	Special Programs Coordinator Location: Camden Fairview School Dist.		
21	Randy Bridges, Ed.D.	Director of Student Services Location: Fort Smith Public Schools		
22	Ronald Laurent	Principal Location: Pine Bluff School Dist.		
23	Rosa Bowman	Location: Ashdown School Dist.		
24	Sandra Mills	Title I Coordinator Location: Forrest City School District		
25	Tammie Cloyes	Title I Coordinator Location: Forrest City School District		
26	Vernell Bowen	Superintendent Location: Diocese of LR Catholic Schools of AR Ouachita River Dist.		





# ACADEMIC ACCOUNTABILITY

NCLB Waiver Meeting  
 Tuesday, December 13, 2011, 2011  
 11:00 a.m.  
 Sign In Sheet

<u>Name</u>	<u>Signature</u>
John Hoy, ADE	
Annette Barnes Lewis, ADE	
Dr. Laura Bednar, ADE	
Jim Boardman, ADE	
Dr. Karen Cushman, ADE	
Cody Decker, ADE	
Neal Gibson, ADE	
Bobby Lester, ADE	
Willie Morris, ADE	
Frank Servedio, ADE	
Phyllis Stewart, ADE	
Dr. Gayle Potter, ADE	
Sarah Argue, ADE/Dept. of Higher Ed	
Elbert Harvey, ADE	
Louis Ferren, ADE	
Seth Blomeley, ADE	
Melinda Houlette, ADE	
Shirley Harvell, NAACP	
Vickie Saviers, SBE	
Ray Samaniego, AR PTA <i>Melinda Kinnison</i>	
Belinda Sullivan Akin, AR Leadership Academy	
Dr. Debbie Davis, AR Leadership Academy	
Richard Abernathy, AAEA	
Mike Mertens, AAEA	
Bennie Gooden, Superintendent	
<i>Rachy Smith, Walton Fdn</i>	
<i>Rick Nage, AEA</i>	



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## ARKANSAS DEPARTMENT OF EDUCATION

*Dr. Tom W. Kimbrell, Commissioner*

Contact: Seth Blomeley, Communications Director | 501-683-4788 | [seth.blomeley@arkansas.gov](mailto:seth.blomeley@arkansas.gov)

### News Release

January 12, 2012

#### Arkansas Ranks Fifth in Latest Education Analysis Published by Education Week

LITTLE ROCK — Governor Mike Beebe announced today that Arkansas's public education system placed fifth nationally in the 2012 Quality Counts analysis by Education Week, a nationally respected journal of education policy.

"I am excited by Arkansas's continued rise in the Education Week rankings, but there is more hard work ahead of us," Beebe said. "We've come a long way as a state in our pursuit of academic excellence, and we'll continue making improvements that help our students and our state's future."

Arkansas ranked sixth last year and 10th the previous two years in Education Week's annual calculations. The analysis ranks states on six education policy and performance categories.

"We're very pleased about the latest sign of Arkansas's advancement in education," said Arkansas Education Commissioner Dr. Tom Kimbrell. "To be ranked fifth in the nation indicates that good things are happening in Arkansas schools. Educators and policy makers across the country are taking notice. These are OUR kids. We take very seriously our responsibility to serve each and every child in Arkansas."

Overall, Arkansas scored 81.6, which placed it behind only Maryland, Massachusetts, New York, and Virginia.

Of particular note, Arkansas tied for first with Maryland in the "Transitions and Alignment" category.

Arkansas placed second in the "Teaching Profession" category. It placed sixth in the

"Standards, Assessment and Accountability" category. Other categories scored were "School Finance," "K-12 Achievement," and "Chance for Success."

The analysis was compiled by the Editorial Projects in Education Research Center. It surveyed the country's chief state school officers on a wide range of programs and policy and then independently evaluated the responses.

The rankings can be viewed at  
<http://www.edweek.org/ew/toc/2012/01/12/index.html?intc=EW-QC12-FL 1>

## ArkansasEd.org

Arkansas Department of Education | Four Capitol Mall | Little Rock, AR 72201

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Stricken language would be deleted from and underlined language would be added to present law.  
Act 1209 of the Regular Session

1 State of Arkansas  
2 88th General Assembly  
3 Regular Session, 2011

*As Engrossed: H3/15/11*  
**A Bill**

HOUSE BILL 2178

4  
5 By: Representatives J. Roebuck, Summers, Westerman, Tyler, Cheatham, *Baird, Barnett, J. Brown,*  
6 *Carnine, Dale, English, D. Hutchinson, McLean, Stewart, Stubblefield, Vines, Webb, Woods*  
7 By: Senators Salmon, *G. Baker, Elliott, J. Jeffress, J. Key, D. Wyatt*

8  
9 **For An Act To Be Entitled**

10 AN ACT TO RESTRUCTURE THE CURRENT METHOD OF  
11 EVALUATING ARKANSAS PUBLIC SCHOOL TEACHERS; TO  
12 ESTABLISH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM;  
13 TO ALIGN PROVISIONS OF THE ARKANSAS CODE CONCERNING  
14 PROFESSIONAL DEVELOPMENT AND TEACHER FAIR DISMISSAL  
15 WITH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM; TO  
16 INCREASE PUBLIC AWARENESS OF EFFECTIVE TEACHERS; AND  
17 FOR OTHER PURPOSES.

18  
19  
20 **Subtitle**

21 TO ESTABLISH THE TEACHER EXCELLENCE AND  
22 SUPPORT SYSTEM AND ALIGN CURRENT LAW  
23 CONCERNING PROFESSIONAL DEVELOPMENT AND  
24 TEACHER FAIR DISMISSAL WITH THE SYSTEM.

25  
26  
27 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

28  
29 SECTION 1. Arkansas Code § 6-13-1305, concerning site-based decision  
30 making policies for school districts, is amended to add an additional  
31 subdivision to read as follows:

32 (10) Teacher evaluations, professional learning plans, and  
33 teacher support under the Teacher Excellence and Support System, § 6-17-2801  
34 et seq.

35  
36 SECTION 2. Arkansas Code § 6-15-1004(c)(1), concerning qualified





1 teachers, is amended to read as follows:

2 (c)(1) ~~In order for teachers to be able to renew a license, they must~~  
3 ~~have participated in a continuing education and professional development~~  
4 ~~program based on their school improvement plans, performance evaluation~~  
5 ~~results, and student achievement scores~~ To renew a teaching license, a  
6 teacher shall participate in continuing education and professional  
7 development:

8 (A) Based on the teacher's evaluation and professional  
9 learning plan under the Teacher Excellence and Support System, § 6-17-2801 et  
10 seq.;

11 (B) As required under § 6-17-704 and other law; and

12 (C) As required by rule of the State Board of Education.

13  
14 SECTION 3. Arkansas Code § 6-15-1402(b), concerning the contents of  
15 annual school performance reports, is amended to add an additional  
16 subdivision to read as follows:

17 (4) Beginning with the 2017-2018 school year, for the school  
18 year covered by a school performance report the report shall include:

19 (A) The total number of teachers who are employed in the  
20 public school; and

21 (B) Of that total, the number who meet each of the  
22 following criteria:

23 (i) Highly qualified teacher;

24 (ii) Identified as proficient or above under the  
25 Teacher Excellence and Support System for the school; and

26 (iii) Certified by the National Board for  
27 Professional Teaching Standards.

28  
29 SECTION 4. Arkansas Code § 6-17-704(e)(1), concerning professional  
30 development plans of school districts, is amended to read as follows:

31 (e)(1) The professional development offerings may meet the objectives  
32 of subdivision (e)(2) of this section developed by the National Staff  
33 Development Council and shall comply with the rules of the ~~Department~~ State  
34 Board of Education governing professional development.

35

36 SECTION 5. Arkansas Code § 6-17-704, concerning professional

1 development plans of school districts, is amended to add additional  
2 subsections to read as follows:

3 (f) A teacher shall complete any missed hours of professional  
4 development through professional development that is:

5 (1) Substantially similar to the professional development *missed*  
6 *and approved* by the person responsible for the teacher's summative evaluation  
7 under the Teacher Excellence and Support System, § 6-17-2801 et seq.; and

8 (2) Delivered by any method, online or otherwise, approved by  
9 the Department of Education under the State Board of Education rules.

10 (g) Accreditation for or approval of professional development for  
11 public school teachers and administrators is governed by the rules of the  
12 state board.

13

14 SECTION 6. Arkansas Code § 6-17-705(c), concerning professional  
15 development credit, is amended to read as follows:

16 (c) Licensed personnel may earn the twelve (12) hours of professional  
17 development credit required under subsection (a) of this section through  
18 online professional development credit approved by the Department of  
19 Education and related to the:

20 (1) School district's Arkansas Comprehensive School Improvement  
21 Plan; or

22 (2) Teacher's professional ~~growth~~ learning plan under the  
23 Teacher Excellence and Support System, § 6-17-2801 et seq.

24

25 SECTION 7. Arkansas Code § 6-17-1504 is amended to read as follows:  
26 6-17-1504. Evaluation – Effect.

27 (a) Each teacher employed by the board of directors of a school  
28 district shall be evaluated in writing ~~annually~~ under the Teacher Excellence  
29 and Support System, § 6-17-2801 et seq.

30 (b) ~~When~~ At a time other than an evaluation conducted under the  
31 Teacher Excellence and Support System, if a superintendent or other school  
32 administrator charged with the supervision of a teacher believes or has  
33 reason to believe that a the teacher is having difficulties or problems  
34 meeting the expectations of the school district or its administration and the  
35 administrator believes or has reason to believe that the problems could lead  
36 to termination or nonrenewal of contract, the superintendent or other school

1 administrator shall:

2 (1) Bring in writing the problems and difficulties to the  
3 attention of the teacher involved; and

4 (2) Document the efforts that have been undertaken to  
5 assist the teacher to correct whatever appears to be the cause for potential  
6 termination or nonrenewal.

7

8 SECTION 8. Arkansas Code Title 6, Chapter 17 is amended to add an  
9 additional subchapter to read as follows:

10

11 Subchapter 28 – Teacher Excellence and Support System

12

13 6-17-2801. Title.

14 This subchapter shall be known and may be cited as the "Teacher  
15 Excellence and Support System".

16

17 6-17-2802. Legislative intent.

18 It is the intent of the General Assembly to:

19 (1) Provide a program affording public school districts and  
20 public charter schools a transparent and consistent teacher evaluation system  
21 that ensures effective teaching and promotes professional learning;

22 (2) Provide an evaluation, feedback, and support system that  
23 will encourage teachers to improve their knowledge and instructional skills  
24 in order to improve student learning;

25 (3) Provide a basis for making teacher employment decisions;

26 (4) Provide an integrated system that links evaluation  
27 procedures with curricular standards, professional development activities,  
28 targeted support, and human capital decisions;

29 (5) Encourage highly effective teachers to undertake challenging  
30 assignments;

31 (6) Support teachers' roles in improving students' educational  
32 achievements;

33 (7) Inform policymakers regarding the benefits of a consistent  
34 evaluation and support system in regard to improving student achievement  
35 across the state; and

36 (8) Increase the awareness of parents and guardians of public

1 school students concerning the effectiveness of public school teachers.

2

3 6-17-2803. Definitions.

4 As used in this subchapter:

5 (1) "Artifact" means a documented piece of evidence chosen by  
6 the teacher being evaluated, the evaluator, or both, that:

7 (A) Relates to the evaluation rubric; and

8 (B) Represents output from one (1) or more of the  
9 following, without limitation:

10 (i) Lesson plans or pacing guides aligned with the  
11 state standards;

12 (ii) Self-directed or collaborative research  
13 approved by an evaluator;

14 (iii) Participation in professional development;

15 (iv) Contributions to parent, community, or  
16 professional meetings;

17 (v) Classroom assessments including:

18 (a) Unit tests;

19 (b) Samples of student work, portfolios,  
20 writing, and projects;

21 (c) Pre-assessments and post-assessments; and

22 (d) Classroom-based formative assessments;

23 (vi) District-level assessments including:

24 (a) Formative assessments;

25 (b) Grade or subject level assessments;

26 (c) Department-level assessments; and

27 (d) Common assessments;

28 (vii) State-level assessments including:

29 (a) End-of-course assessments;

30 (b) Statewide assessments of student

31 achievement; and

32 (c) Career and technical assessments; and

33 (viii) National assessments including:

34 (a) Advanced placement assessments;

35 (b) Norm-referenced assessments; and

36 (c) Career and technical assessments;

1           (2)(A) "Evaluation" means the process under this subchapter used  
2 to:

3                   (i) Assess with evidence what a teacher should know  
4 and be able to do as measured by the categories and performance levels of an  
5 evaluation framework; and

6                   (ii) Promote teacher growth through professional  
7 learning.

8                   (B) "Evaluation" does not include a teacher's performance  
9 relating to competitive athletics and competitive extracurricular activities;

10                   (3) "Evaluation framework" means a standardized set of teacher  
11 evaluation categories that provide the overall basis for an evaluation;

12                   (4) "Evaluation rubric" means a set of performance descriptors  
13 for each teacher evaluation category in the evaluation framework;

14                   (5) "Evaluator" means a person licensed by the State Board of  
15 Education as an administrator who is designated as the person responsible for  
16 evaluating teachers;

17                   (6) "External assessment measure" means a measure of student  
18 achievement or growth that is administered, developed, and scored by a person  
19 or entity other than the teacher being evaluated, except that the assessment  
20 may be administered by the teacher being evaluated if the assessment is  
21 monitored by a licensed individual designated by the evaluator;

22                   (7) "Formal classroom observation" means an announced visit to a  
23 classroom that:

24                           (A) Is preceded by a pre-observation conference to discuss  
25 the lesson plan and objectives;

26                           (B)(i) Is conducted by an evaluator for at least seventy-  
27 five percent (75%) of the class period either by observing the teacher in the  
28 classroom or through the use of three-hundred-sixty-degree (360°) video  
29 technology.

30                                   (ii) The length of time for a formal classroom  
31 observation of a teacher teaching in a block schedule or in a class period  
32 lasting longer than sixty (60) minutes may be adjusted to allow for an  
33 observation for forty-five (45) minutes or more of the teacher's class  
34 period;

35                           (C) Facilitates a professional dialogue for the teacher  
36 and evaluator; and

1                   (D) Provides essential evidence of the teacher's classroom  
2 practices;

3                   (8) "Formative assessment" means an evaluation of a student's  
4 learning that is given before the student completes a course of instruction  
5 to foster the student's development and improvement on a specific strand  
6 within the course of instruction;

7                   (9) "Informal classroom observation" means an observation  
8 conducted by an evaluator for the same purpose as a formal classroom  
9 observation but may be:

10                   (A) Unannounced; or

11                   (B) For a shorter period of time than a formal classroom  
12 observation;

13                   (10) "Intensive support status" means the employment status  
14 administered under this subchapter that is assigned to a teacher under § 6-  
15 17-2807;

16                   (11) "Interim teacher appraisal" means a form of evaluation,  
17 other than a summative evaluation, that:

18                   (A) Provides support for teaching practices; and

19                   (B) Uses standards for teacher growth and performance that  
20 are consistent with the evaluation rubrics for the teacher evaluation  
21 categories of a summative evaluation;

22                   (12) "Novice teacher" means a teacher having less than one (1)  
23 school year of public school classroom teaching experience;

24                   (13) "Post-observation conference" means a conference between  
25 the teacher and evaluator following a formal classroom observation to  
26 discuss:

27                   (A) The evaluator's observations; and

28                   (B) Artifacts presented by the teacher after the formal  
29 classroom observation;

30                   (14) "Pre-observation conference" means a conference between the  
31 teacher and evaluator to discuss goals and planned outcomes for a classroom  
32 lesson before a formal classroom observation;

33                   (15) "Probationary teacher" means the same as probationary  
34 teacher under § 6-17-1502;

35                   (16) "Statewide assessment of student achievement" means a  
36 statewide benchmark exam, end-of-course assessment, or a summative assessment

1 of student achievement administered through:

2 (A) The Arkansas Comprehensive Testing, Assessment, and  
3 Accountability Program, § 6-15-401 et seq.; or

4 (B) A program of common core assessments administered  
5 under rules of the State Board of Education;

6 (17) "Summative assessment" means an evaluation of student  
7 achievement given at the completion of a course of instruction that  
8 cumulatively measures whether the student met long-term learning goals for  
9 the course;

10 (18) "Summative evaluation" means an evaluation of a teacher's  
11 performance that evaluates all categories of the evaluation framework that  
12 supports:

13 (A) Improvement in the teacher's teaching practices and  
14 student achievement; and

15 (B) A school district's employment decision concerning the  
16 teacher;

17 (19)(A) "Teacher" means a person who is:

18 (i) Required to hold and holds a teaching license  
19 from the State Board of Education as a condition of employment; and

20 (ii) Employed in a public school as a:

21 (a) Classroom teacher engaged directly in  
22 instruction with students in a classroom setting;

23 (b) Guidance counselor;

24 (c) Library media specialist;

25 (d) Special education teacher; or

26 (e) Teacher in another position identified by  
27 the state board.

28 (B) "Teacher" also includes a nonlicensed classroom  
29 teacher employed at a public charter school under a waiver of teacher  
30 licensure requirements granted by the state board in the charter.

31 (C) "Teacher" does not include a person who is employed  
32 full time by a school district or public school solely as a superintendent or  
33 administrator; and

34 (20) "Tested content area" means a teaching content area that is  
35 tested under a statewide assessment of student achievement.

36

1           6-17-2804. Administrative agency responsibilities.

2           (a) The State Board of Education shall promulgate rules for the Teacher  
3 Excellence and Support System consistent with this subchapter.

4           (b) The rules shall, without limitation:

5                   (1) Recognize that student learning is the foundation of teacher  
6 effectiveness and many factors impact student learning, not all of which are  
7 under the control of the teacher or the school, and that evidence of student  
8 learning includes trend data and is not limited to a single assessment;

9                   (2) Provide that the goals of the Teacher Excellence and Support  
10 System are quality assurance and teacher growth;

11                   (3) Reflect evidence-based or proven practices that improve  
12 student learning;

13                   (4) Utilize clear, concise, evidentiary data for teacher  
14 professional growth and development to improve student achievement;

15                   (5) Recognize that evidence of student growth is a significant  
16 part of the Teacher Excellence and Support System;

17                   (6) Ensure that student growth is analyzed at every level of the  
18 evaluation system to illustrate teacher effectiveness;

19                   (7) Require annual evidence of student growth from artifacts and  
20 external assessment measures;

21                   (8) Include clearly defined teacher evaluation categories,  
22 performance levels, and evaluation rubric descriptors for the evaluation  
23 framework;

24                   (9) Include procedures for implementing each component of the  
25 Teacher Excellence and Support System; and

26                   (10) Include the professional development requirements for all  
27 superintendents, administrators, evaluators, and teachers to obtain the  
28 training necessary to be able to understand and successfully implement a  
29 Teacher Excellence and Support System under this subchapter.

30

31           6-17-2805. Summative evaluations.

32           (a) The evaluation framework for a summative evaluation for a  
33 classroom teacher shall include:

34                   (1) The following teacher evaluation categories:

35                           (A) Planning and preparation;

36                           (B) Classroom environment;



1                   (C) Instruction; and

2                   (D) Professional responsibilities; and

3                   (2) An evaluation rubric using nationally accepted descriptors  
4 that consists of the following four (4) performance levels:

5                   (A) Distinguished;

6                   (B) Proficient;

7                   (C) Basic; and

8                   (D) Unsatisfactory.

9                   (b) A summative evaluation shall result in a written:

10                   (1) Evaluation determination for the teacher's performance level  
11 on each teacher evaluation category; and

12                   (2) Summative evaluation determination of the teacher's  
13 performance level on all teacher evaluation categories as a whole.

14                   (c) A summative evaluation shall use an appropriate evaluation  
15 framework, evaluation rubric, and external assessment measurements for a  
16 teacher who is not a classroom teacher including without limitation:

17                   (1) A guidance counselor;

18                   (2) A library media specialist;

19                   (3) A special education teacher; or

20                   (4) Other teacher as identified by the State Board of  
21 Education.

22                   (d)(1) In a tested content area, one-half (1/2) of the  
23 artifacts considered by the teacher and evaluator shall be external  
24 assessment measures chosen by the teacher and evaluator, or by the  
25 evaluator if the teacher and evaluator are unable to agree.

26                   (2)(A) Except as provided in subdivision (d)(2)(B), in a  
27 nontested content area, one-half (1/2) of the artifacts considered by  
28 the teacher and evaluator, or by the evaluator if the teacher and  
29 evaluator cannot agree, shall be external assessments.

30                   (B) If an external assessment measure does not exist for  
31 the non-tested content area, the Department of Education shall by rule  
32 determine the type of artifact that may be used otherwise to satisfy the  
33 external assessment measure requirement under subdivision (d)(2)(A) of this  
34 section.

35                   (e) A summative evaluation process shall include:

36                   (1) A pre-observation conference and post-observation

1 conference;

2 (2) A formal classroom observation and informal classroom  
3 observation.

4 (3) Presentations of artifacts chosen by the teacher, the  
5 evaluator, or both;

6 (4) An opportunity for the evaluator and teacher to discuss the  
7 review of external assessment measures used in the evaluation;

8 (5) A written evaluation determination for each teacher  
9 evaluation category and a written summative evaluation determination;

10 (6) Feedback based on the evaluation rubric that the teacher can  
11 use to improve teaching skills and student learning; and

12 (7) Feedback from the teacher concerning the evaluation process  
13 and evaluator.

14  
15 6-17-2806. Teacher support components.

16 (a)(1) Except as provided in subdivision (a)(3) of this section, a  
17 teacher being evaluated and the evaluator, working together, shall develop a  
18 professional learning plan for the teacher that:

19 (A) Identifies professional learning outcomes to advance  
20 the teacher's professional skills; and

21 (B) Clearly links professional development activities and  
22 the teacher's individual professional learning needs identified through the  
23 Teacher Excellence and Support System.

24 (2) The professional learning plan shall require that at  
25 least one-half (1/2) of the professional development hours required by  
26 law or rule for a teacher are directly related to one (1) or more of:

27 (A) The teacher's content area;

28 (B) Instructional strategies applicable to the  
29 teacher's content area; or

30 (C) The teacher's identified needs.

31 (3) If a teacher and evaluator cannot agree on a professional  
32 learning plan, the evaluator's decision shall be final.

33 (4)(A) For a teacher in intensive support status, the evaluator  
34 or an administrator designated by the evaluator shall have final approval of  
35 the teacher's professional learning plan.

36 (B) Until the teacher is removed from intensive support

1 status, all professional development identified in the professional learning  
2 plan, except professional development that is required by law or by the  
3 public school where the teacher is employed, shall be directly related to the  
4 individual teacher's needs.

5 (b)(1) Interim teacher appraisals shall be used to support teachers on  
6 an ongoing basis throughout the school year and:

7 (A) Provide a teacher with immediate feedback about the  
8 teacher's teaching practices;

9 (B) Engage the teacher in a collaborative, supportive  
10 learning process; and

11 (C) Help the teacher use formative assessments to inform  
12 the teacher of student progress and adapt teaching practices based on the  
13 formative assessments.

14 (2) The interim teacher appraisal process may be guided in whole  
15 or in part by an evaluator or by one (1) or more of the following persons  
16 designated by the evaluator:

17 (A) A teacher designated by an administrator as a leader  
18 for the teaching content area of a teacher who is being evaluated;

19 (B) An instructional facilitator;

20 (C) A curriculum specialist; or

21 (D) An academic coach for the teacher's content area.

22 (c) The Teacher Excellence and Support System also shall include  
23 novice teacher mentoring and induction for each novice teacher employed at  
24 the public school that:

25 (1) Provides training, support, and follow-up to novice teachers  
26 to increase teacher retention;

27 (2) Establishes norms of professionalism; and

28 (3) Leads to improved student achievement by increasing  
29 effective teacher performance.

30  
31 6-17-2807. Intensive support status.

32 (a)(1) An evaluator shall place a teacher in intensive support status  
33 if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher  
34 evaluation category of the evaluation framework.

35 (2) An evaluator may place a teacher in intensive support status  
36 if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of

1 descriptors in a teacher evaluation category.

2 (b) If a teacher is placed in intensive support status, the evaluator  
3 shall:

4 (A) Establish the time period for the intensive support  
5 status; and

6 (B)(i) Provide a written notice to the teacher that the  
7 teacher is placed in intensive support status.

8 (ii) The notice shall state that if the teacher's  
9 contract is renewed while the teacher is in intensive support status, the  
10 fulfillment of the contract term is subject to the teacher's accomplishment  
11 of the goals established and completion of the tasks assigned in the  
12 intensive support status.

13 (c)(1) The period of time specified by the evaluator for intensive  
14 support status shall afford the teacher an opportunity to accomplish the  
15 goals of and complete the tasks assigned in the intensive support status.

16 (2) Intensive support status shall not last for more than two  
17 (2) consecutive semesters, unless the teacher has substantially progressed  
18 and the evaluator elects to extend the intensive support status for up to two  
19 (2) additional consecutive semesters.

20 (d) The evaluator shall work with the teacher to:

21 (1) Develop a clear set of goals and tasks that correlate to:

22 (A) The professional learning plan; and

23 (B) Evidence-based research concerning the evaluation

24 category that forms the basis for the intensive support status; and

25 (2) Ensure the teacher is offered the support that the evaluator  
26 deems necessary for the teacher to accomplish the goals developed and  
27 complete the tasks assigned while the teacher is in intensive support status.

28 (e)(1) If the intensive support status is related to student  
29 performance, the teacher shall use formative assessments to gauge student  
30 progress throughout the period of intensive support status.

31 (2) The teacher shall be offered the support necessary to use  
32 formative assessments under this subsection during the intensive support  
33 status.

34 (f) At the end of the specified period of time for intensive support  
35 status, the evaluator shall:

36 (1) Evaluate whether the teacher has met the goals developed and

1 completed the tasks assigned for the intensive support status; and

2 (2) Provide written notice to the teacher that the teacher is  
3 either:

4 (A) Removed from intensive support status; or

5 (B) Failed to meet the goals and complete the tasks of the  
6 intensive support status.

7 (g)(1) If a teacher does not accomplish the goals and complete the  
8 tasks established for the intensive support status during the period of  
9 intensive support status, the evaluator shall notify the superintendent of  
10 the school district where the teacher is employed and provide the  
11 superintendent with documentation of the intensive support status.

12 (2)(A) Upon review and approval of the documentation, the  
13 superintendent shall recommend termination or nonrenewal of the teacher's  
14 contract.

15 (B) A recommendation for termination or nonrenewal of a  
16 teacher's contract under this section shall be made pursuant to the authority  
17 granted to a superintendent for recommending termination or nonrenewal under  
18 the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

19 (3) When a superintendent makes a recommendation for termination  
20 or nonrenewal of a teacher's contract under subdivision (g)(2) of this  
21 section, the public school:

22 (A) Shall provide the notice required under the Teacher  
23 Fair Dismissal Act of 1983, § 6-17-1501 et seq., but is exempt from the  
24 provisions of § 6-17-1504(b); and

25 (B)(i) If the public school has substantially complied  
26 with the requirements of § 6-17-2807, is entitled to a rebuttable presumption  
27 that the public school has a substantive basis for the termination or  
28 nonrenewal of the teacher's contract under the applicable standard for  
29 termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-  
30 17-1501 et seq.

31 (ii) The presumption may be rebutted by the teacher  
32 during an appeal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et  
33 seq.

34 (4) This section does not preclude a public school  
35 superintendent from:

36 (A) Making a recommendation for the termination or

1 nonrenewal of a teacher's contract for any lawful reason under the Teacher  
2 Fair Dismissal Act of 1983, § 6-17-1501 et seq.; or

3 (B) Including in a recommendation for termination or  
4 nonrenewal of a teacher's contract under this section any other lawful reason  
5 for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, §  
6 6-17-1501 et seq.

7  
8 6-17-2808. Implementation - Applicability.

9 (a) Beginning in the 2014-2015 school year, a public school shall  
10 implement the Teacher Excellence and Support System for all teachers employed  
11 at the public school under the rules established by the State Board of  
12 Education.

13 (b)(1) Annually during a school year, a public school shall conduct a  
14 summative evaluation for every teacher employed in the public school who is  
15 a:

16 (A) Novice teacher;

17 (B) Probationary teacher; or

18 (C) Teacher who successfully completed intensive support  
19 status within the current or immediately preceding school year.

20 (2)(A) At least one (1) time every three (3) school years, a  
21 public school shall conduct a summative evaluation for a teacher who is not  
22 in a status under subdivision (b)(1) of this section.

23 (B) In a school year in which a summative evaluation is  
24 not required for a teacher under this subdivision (b)(2), the teacher:

25 (i) Shall focus on elements of the teacher's  
26 professional learning plan as approved by the evaluator that are designed to  
27 help the teacher improve his or her teaching practices; and

28 (ii) With the evaluator's approval may:

29 (a) Collaborate with a team of teachers on a  
30 shared plan that benefits the whole school, a content area, or a grade level;  
31 or

32 (b) Conduct self-directed research related to  
33 the teacher's professional learning plan under § 6-17-2806.

34 (C) During the two (2) years in which a summative  
35 evaluation is not required, a public school may conduct an evaluation that is  
36 lesser in scope than a summative evaluation but uses the portions of the

1 evaluation framework and evaluation rubrics that are relevant to the  
2 evaluation.

3 (c)(1) A teacher shall:

4 (A) Participate in the Teacher Excellence and Support  
5 System under this subchapter, including without limitation in:

6 (i) Classroom observations; and

7 (ii) Pre-observation and post-observation  
8 conferences; and

9 (B)(i) Collaborate in good faith with the evaluator to  
10 develop the teacher's professional learning plan under § 6-17-2806(a).

11 (ii) If a teacher and evaluator cannot agree on the  
12 professional learning plan, the evaluator's decision shall be final.

13 (2) A failure to comply with this subsection may be reflected in  
14 the teacher's evaluation.

15 (d) Every teacher contract renewed or entered into after the effective  
16 date of this subchapter is subject to and shall reference this subchapter.

17 (e) A public school that in the 2012-2013 and 2013-2014 school years  
18 uses a nationally recognized system of teacher evaluation and support that is  
19 substantially similar to the Teacher Excellence and Support System may  
20 continue to use that system and is deemed to have met the requirements of  
21 this section.

22  
23 6-17-2809. Administrator evaluations.

24 The Department of Education shall provide technical assistance to  
25 school districts for developing and implementing instruments to evaluate  
26 administrators that weight an administrator evaluation on student performance  
27 and growth to the same extent as provided for teachers under the Teacher  
28 Excellence and Support System.

29  
30 SECTION 9. Arkansas Code § 6-20-2305(b)(5)(B), concerning public  
31 school funding for professional development, is amended to read as follows:

32 (B) Funding for professional development for teachers in  
33 Arkansas public schools required under the Teacher Excellence and Support  
34 System, § 6-17-2801 et seq., other law or rule, or by the school district  
35 shall be used for professional development activities and materials that:

36 (i) improve Improve the knowledge, skills, and

1 effectiveness of teachers;

2 (ii) Address the knowledge and skills of  
3 administrators, and paraprofessionals concerning effective instructional  
4 strategies, methods, and skills ~~for improving teaching practices and;~~

5 (iii) Lead to improved student academic achievement;

6 and

7 (iv) Provide training for school bus drivers as  
8 outlined in rules promulgated by the State Board of Education.

9

10 SECTION 10. DO NOT CODIFY.

11 (a) By September 1, 2012, the State Board of Education shall develop  
12 the evaluation framework, evaluation rubric, and all rules for implementation  
13 of this act.

14 (b)(1) Between September 1, 2012, and August 31, 2013, the Department  
15 of Education, or any educational association approved by the department,  
16 shall conduct training sessions for all superintendents, administrators,  
17 evaluators, and teachers on the Teacher Excellence and Support System.

18 (2) The department shall ensure that the participants have more  
19 than one (1) opportunity to participate in the training.

20 (c) In the 2013-2014 school year, the department shall implement a  
21 one-year pilot program using the Teacher Excellence and Support System in one  
22 (1) or more school districts and shall obtain feedback from the  
23 superintendents, administrators, evaluators, and teachers involved in the  
24 pilot program to inform the department concerning needed amendments to state  
25 board rules or changes in state law.

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/s/J. Roebuck

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**APPROVED: 04/05/2011**

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Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 222 of the Regular Session

1 State of Arkansas As Engrossed: H1/30/09 H2/4/09 H2/6/09 S2/12/09

2 87th General Assembly

A Bill

3 Regular Session, 2009

HOUSE BILL 1034

4

5 By: Representatives Cook, Abernathy, M. Burris, George, Rainey, J. Roebuck, Betts, Dale, Perry, G.

6 Smith, Wagner, Blount, Breedlove, J. Brown, Cheatham, J. Dickinson, Nix, Pennartz, Tyler

7 By: Senator Broadway

8

9

10

For An Act To Be Entitled

11

AN ACT TO STRENGTHEN THE SYSTEM OF ARKANSAS

12

EDUCATIONAL LEADERSHIP DEVELOPMENT; AND FOR OTHER

13

PURPOSES.

14

15

Subtitle

16

AN ACT TO STRENGTHEN ARKANSAS

17

EDUCATIONAL LEADERSHIP DEVELOPMENT.

18

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20

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

21

22

SECTION 1. Arkansas Code Title 6, Chapter 1, is amended to add an additional subchapter to read as follows:

23

24

SUBCHAPTER 4 - SCHOOL LEADERSHIP COORDINATING COUNCIL

25

26

6-1-401. Title.

27

There is established the "School Leadership Coordinating Council".

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6-1-402. Findings.

30

The General Assembly finds that:

31

(1) A statewide performance and results based system of leadership development to ensure high levels of collaborative leadership and continuous improvement must have all educators work collaboratively with community stakeholders to apply effective, evidence-based strategies and practices that increase student and adult learning and close the achievement

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1 gap;

2 (2) High quality classroom teaching and administrative  
3 leadership are strong predictors of student success, all educators in the  
4 state must possess the skills and knowledge to increase student and adult  
5 learning and close the achievement gap;

6 (3) High quality leadership capacity building and training is  
7 required to align the public education system from kindergarten through  
8 postsecondary and workforce readiness, with an objective of universal  
9 proficiency for all students.

10 (4) High quality learning experiences focus on both individual  
11 and organizational improvement and provide educational leaders with a variety  
12 of support systems as they progress on the career continuum from aspiring to  
13 retiring; and

14 (5) An effective statewide leadership development system will  
15 result in increased graduation rates, reduced remediation rates, closing of  
16 achievement gaps, increased student and adult performance, increased  
17 recruitment of effective leaders, and increased capacity for instructional  
18 leaders, thus will increase the number of Arkansas citizens with bachelors  
19 degrees.

20

21 6-1-403. Purpose.

22 The purpose of the School Leadership Coordinating Council is to:

23 (1) Serve as a central body to coordinate the leadership  
24 development system efforts across the state including:

25 (A) Encouraging school districts to work with, the  
26 Department of Education, the Department of Higher Education,  
27 the Department of Workforce Education, the Arkansas Leadership Academy, and  
28 other leadership groups;

29 (B) Recommending a state leadership development system to  
30 coordinate all aspects of leadership development based on educational  
31 leadership standards adopted by the Department of Education; and

32 (C) Devise a system of gathering data which includes input  
33 from practitioners, educational and community leaders, university leadership  
34 and faculty, and other interested parties;

35 (2) Assist the Department of Education, the Department of Higher  
36 Education, the Department of Workforce Education, the Arkansas Leadership

1 Academy, school districts, and other leadership groups in enhancing school  
2 leadership and school support efforts; and

3 (3) Aid in the development of model evaluation tools for use in  
4 the evaluation of school administrators.

5  
6 6-1-404. Creation.

7 (a) The School Leadership Coordinating Council consists of thirteen  
8 (13) members as follows:

9 (1) The Chair of the Arkansas Association of Colleges for  
10 Teacher Education Council of Deans;

11 (2) The Commissioner of Education;

12 (3) The Director of the Arkansas Leadership Academy;

13 (4) The Director of the Department of Higher Education;

14 (5) The Director of the Department of Workforce Education;

15 (6) The Executive Director of the Arkansas Association of  
16 Educational Administrators;

17 (7) The Executive Director of the Arkansas Education  
18 Association;

19 (8) The Executive Director of the Arkansas School Boards  
20 Association;

21 (9) The Executive Director of the Arkansas Association for  
22 Supervision and Curriculum Development;

23 (10) The President of the Arkansas Rural Education Association;

24 (11) A representative from the Arkansas Professors of  
25 Educational Administration;

26 (12) A representative from the Arkansas Center for Executive  
27 Leadership; and

28 (13) A representative from an Educational Service Cooperatives.

29 (b) Any member may appoint a designee to serve in his or her place if  
30 necessary.

31 (c)(1) The Chair of the School Leadership Coordinating Council is  
32 elected by majority vote at the first meeting of the council.

33 (2) All changes in council chairmanship are decided by majority  
34 vote of the council.

35 (d)(1) The council shall meet at the times and places that the chair  
36 deems necessary but no less than four (4) times per year.

1           (2) Seven (7) members of the council shall constitute a quorum  
2 for the purpose of transacting business.

3           (3) All actions of the council are by quorum.

4           (e) The Department of Education, with the assistance of the Department  
5 of Higher Education and the Department of Workforce Education, shall staff  
6 the council.

7           (f) All members of the council may receive expense reimbursement in  
8 accordance with § 25-16-902 paid by the Department of Education if  
9 funds are available.

10

11           6-1-405. Report.

12           (a) The Chair of the School Leadership Coordinating Council shall  
13 provide a report to the House Interim Committee on Education and the Senate  
14 Interim Committee on Education no later than September 1, 2010, and each year  
15 thereafter.

16           (b) The report shall identify:

17                   (1) Deficient areas of school leadership;

18                   (2) Innovative programs to address deficient areas of school  
19 leadership;

20                   (3) Progress made to improve school leadership;

21                   (4) Plans to improve the quality of school leadership throughout  
22 the state;

23                   (5) Development and activities of school leadership cohorts; and

24                   (6) Efforts made to address school leadership recommendations  
25 expressed in the 2008 Educational Adequacy report or subsequent reports  
26 submitted by the House Interim Committee on Education and the Senate Interim  
27 Committee on Education.

28

29           SECTION 2. Arkansas Code § 6-15-440 is amended to read as follows:

30           (a)(1) There is created the Arkansas Leadership Academy School Support  
31 Program through which the Arkansas Leadership Academy in collaboration with  
32 the Department of Education and other leadership groups shall provide support  
33 to schools or school districts designated by the department as being in  
34 school improvement and other school districts who opt to participate.

35           (2) The program shall be designed, developed, and administered  
36 by the academy created under § 6-15-1007.

1 (b) The program shall:

2 (1) Build the leadership capacity of the school and school  
3 district personnel;

4 (2) Train a diverse school leadership team, including, but not  
5 limited to, ~~the superintendents~~, school principals and teachers;

6 (3) Provide a cadre of highly experienced, trained performance  
7 coaches to work in the school or school district on a regular basis; and

8 (4) Work with the school and school district staff, school board  
9 members, parents, community members, and other stakeholders as necessary to  
10 provide a comprehensive support network that can continue the school's  
11 progress and improvement after completion of the academy's formal  
12 intervention and support.

13 (5) Ensure access to training programs and leadership skills  
14 development;

15 (6) Develop incentive programs for institutions and program  
16 participants;

17 (7) Assist in the development of partnerships between university  
18 leadership programs and school districts; and

19 (8) Work closely with the School Leadership Coordinating  
20 Council, the Department of Education, the Department of Higher Education, and  
21 the Department of Workforce Education to coordinate cohesive leadership  
22 goals.

23 (c)(1) The department and the academy shall develop criteria for  
24 selection of schools or school districts to participate in the program.

25 (2) *Any school district that is in school improvement ~~may be~~*  
26 *~~invited, strongly encouraged, or required to~~ shall be eligible to*  
27 *participate in the program as provided in the rules of the State Board of*  
28 *Education.*

29 (3) The academy and participating schools shall commit to  
30 *continue participation in the school support program for no fewer than three*  
31 *(3) consecutive school years.*

32 (d)(1) The number of schools participating in the program shall be  
33 determined by the amount of funding available for the program.

34 (2) The state board or the department may require a school  
35 district to fund a portion of the cost of the school's or school district's  
36 *participation in the school support program if the Commissioner of Education*

1 *determines that* such participation is in the best interest of the students  
2 served by the participating school or school district.

3 (3) Subject to the approval of the state board, the commissioner  
4 shall determine the portion of the school district's financial obligation for  
5 participation in the program, if any.

6 (e) The state board shall promulgate rules as necessary to implement  
7 the requirements of this section.

8 (f)(1) The State Board of Education shall have the authority to issue  
9 requests for proposals if the state board should determine to change the  
10 operator or the location of the Arkansas Leadership Academy.

11 (2) The academy shall maintain one (1) main office and, as  
12 needed, satellite offices partnered with institutions of higher education  
13 that have approved leadership programs and are strategically located in areas  
14 of the state identified by the Department of Education as having the greatest  
15 need for school leadership support.

16  
17 SECTION 3. NOT TO BE CODIFIED. The document attached hereto titled  
18 "Prologue" contains the Leadership Taskforce recommendations as submitted to  
19 the Adequacy Study Oversight Subcommittee, the House Interim Committee on  
20 Education, and the Senate Interim Committee on Education. The document,  
21 "Prologue", shall be filed in the journals of the House and Senate.

22  
23 SECTION 4. EMERGENCY CLAUSE. It is found and determined by the  
24 General Assembly of the State of Arkansas that it is the constitutional  
25 obligation of the state to ensure that the state's public school children  
26 receive an equal opportunity for an adequate education; that to ensure that  
27 opportunity, it is essential to have strong and effective school leaders; and  
28 that this act is immediately necessary to allow the Department of Education,  
29 the Department of Higher Education, the Department of Workforce Education,  
30 and the Arkansas Leadership Academy to address deficiencies in the Arkansas's  
31 educational leadership system. Therefore, an emergency is declared to exist  
32 and this act being immediately necessary for the preservation of the public  
33 peace, health, and safety shall become effective on:

34 (1) The date of its approval by the Governor;

35 (2) If the bill is neither approved nor vetoed by the Governor,  
36 the expiration of the period of time during which the Governor may veto the

1 bill; or

2 (3) If the bill is vetoed by the Governor and the veto is  
3 overridden, the date the last house overrides the veto.

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*/s/ Cook*

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**APPROVED: 2/25/2009**

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**Minutes  
State Board of Education Meeting  
Monday, July 12, 2010**

The State Board of Education met Monday, July 12, 2010, in the auditorium of the Department of Education building. Dr. Naccaman Williams, chairman, called the meeting to order at 9 a.m.

Present: Dr. Naccaman Williams, Chairman; Dr. Ben Mays, Vice-Chairman; Sherry Burrow; Brenda Gullett; Sam Ledbetter; Alice Mahoney; Toyce Newton; Vicki Saviers; Dr. Tom Kimbrell, Commissioner; and Vandy Nash, Teacher of the Year

Absent: Jim Cooper

Ms. Newton wasn't feeling well and left the meeting at 10:30 a.m.

**Reports**

**Chair's Report:**

- Dr. Williams welcomed Vandy Nash, 2010-2011 Teacher of the Year, and invited her participation in Board discussions. Ms. Nash, a teacher at Indian Hills Elementary in the North Little Rock School District, is on loan to the Department of Education for the next school year. She will serve as an ambassador of the teaching profession.
- Chairman Williams congratulated Ms. Dorothy Gillam, Administrative Analyst in the Commissioner's Office, on her 45 years of service to the Department of Education.
- In honor of her years of service and her many contributions; Dr. Kimbrell announced Ms. Gillam would have reserved parking in space 11.
- Ms. Mahony reported her participation in the 2010 PromiseNet conference held June 16-18 in Kalamazoo, Michigan. She served as a panelist for a roundtable discussion on how programs like Promise can be structured to address a community's economic development needs while improving college access for secondary school students.

**Commissioner's Report:**

- Dr. Kimbrell announced the retirement of Dr. Charles Watson, State Board Liaison, and recognized his 40-year career in education.
- Commissioner Kimbrell extended appreciation to Mr. Tommy Arant for his work over the past several months in the Twin Rivers School District. It



was noted Mr. Arant worked tirelessly in a difficult situation to improve educational opportunities for the students.

### **Coordinated School Health – Dr. Dee Cox**

Dr. Cox provided an update of the coordinated school health efforts and announced the nine wellness center grantee districts—Dollarway, El Dorado, Fayetteville, Gurdon, Lavaca, Lincoln, Harrison, Paragould and Springdale. She noted the grantees would receive training later in the week.

Kathleen Courtney, Coordinated School Health Program Advisor, discussed the 2009 Arkansas Youth Risk Behavior Survey in which students in grades 9-12 reported about alcohol, tobacco and other health risk behaviors. Of the 1,690 survey participants: 16 percent reported physical abuse by a boyfriend/girlfriend during the past 12 months; 60 percent had tried cigarette smoking; 70 percent had tried alcohol; 37 percent had used marijuana; 54 percent had engaged in sexual intercourse; 46 percent were trying to lose weight; 22 percent attended daily PE classes; and 36 percent watched three or more hours of TV each school day.

Ms. Gullett asked how the data was being used to make a difference in the classroom.

Ms. Courtney said the information helps teachers target and integrate classroom activities designed to help students make better decisions.

### **Amendment of the Agenda**

Dr. Williams said a request had been received from the Professional Licensure Board to add an amendment to the rule for administrator licensure in agenda item A-12a.

Ms. Burrow moved, seconded by Ms. Saviers, to add the amendment for administrative licensure to A-12a. The motion carried.

### **Consent Agenda**

Dr. Williams pointed out the retirement of [REDACTED] after 40 years of service as well as the retirement of [REDACTED] and [REDACTED].

It was noted Consent Agenda items 5-9 did not notify teachers they could appeal the decision of the Professional Licensure and Standards Board to the State Board of Education for the final decision.

Ms. Gullett moved, seconded by Ms. Mahony, approval of the Consent Agenda. The motion carried.

Items included in the Consent Agenda:

- Minutes of the June 14, 2010 Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Appointment of Dr. John Jones, Dean of College of Education at the University of Arkansas at Fort Smith, and Carolyn Odum, Principal at Randall G. Lynch Middle School in the Farmington School District, to the Professional Licensure Standards Board
- Sanctions for Teachers as Recommended by the Professional Licensure Standards Board
  - [REDACTED]
  - [REDACTED]
  - [REDACTED]
  - [REDACTED]
  - [REDACTED]

### **Action Agenda**

#### **Arkansas Better Chance Funding Recommendations 2010-2011**

Jamie Morrison, ABC Program Administrator, requested approval of grant funding totaling \$6,111,680 as proposed by DHS/Division of Child Care and Early Childhood Education under the Arkansas Better Chance program.

Mr. Ledbetter moved, seconded by Ms. Mahoney, approval of the Arkansas Better Chance Funding for 2010-2011. The motion carried.

#### **Consideration of Amended Public School Fund Budget for FY10**

Ted Moore, Budget Coordinator, summarized the changes in the FY10 Public School Fund budget since approved by the Board in June 2009. The changes reflected reductions in General Revenue and the Educational Excellence Trust Fund totaling approximately \$102 million. Mr. Moore said by using the \$50.1 million unrestricted fund balance and transferring \$16.9 million from Public School Facilities, total program reductions were reduced to \$35.1 million.

Mr. Moore reported the ending balance at \$35 million. He explained that \$25 million of the balance was revenue above that forecasted by Department of Finance and Administration.

Dr. Kimbrell said some of the changes were reconciliation of over-budgeted items.

Ms. Newton moved, seconded by Ms. Saviers, approval of the amended Public School Fund Budget for FY10. The motion carried.

### **Consideration of the Public School Fund Budget for FY11**

Mr. Moore presented the FY11 budget totaling \$2,587,706,466, an increase of \$30,592,407 over FY10. He said the FY11 budget reflected the \$35 million carry-forward from FY10. In pointing out some of the increases, he said the National School Lunch Act funding increased by \$9.3 million and the consolidation incentive program increased by \$8 million to accommodate five new consolidations.

Mr. Moore said school districts would receive \$6,023 per student in Foundation Aid, up from \$5,905 last year.

Ms. Saviers asked about the reduction of funds to distance learning.

Dr. Kimbrell explained that distance learning was funded through the educational cooperatives. He said he met with those providers and all but two could operate without additional funds for FY11 and still provide services to school.

Ms Gullett asked if the Pygmalion Commission would be discontinued.

Dr. Kimbrell said the \$40,000 funded to Pygmalion in past years would be discontinued. He said professional development activities the Commission had provided in the past would now come through the ADE professional development unit and that Alternative Learning Education staff would provide administrative services and support to the Commission.

Davis Hendricks, legislative advocate for Arkansas Gifted and Talented Educators (AGATE) expressed concerns regarding the reduction of funding for gifted and talented supervisors. He said GT supervisors anchored the programs in the schools and, if funding was not restored, continuity of services would be impacted.

Dr. Kimbrell pointed out that each school is required to have a GT coordinator and reducing the funding to educational cooperatives for GT supervisors would not directly impact services to students.

Dr. Mays questioned the \$2.5 million originally budgeted for speech pathologists.

Mr. Moore explained there was an appropriation but no funding to provide a \$5,000 bonus to speech pathologists.

Dr. Mays moved, seconded by Ms. Mahony, acceptance of the FY11 budget. The motion carried.

### **Consideration for Approval: Adoption of the Common Core State Standards**

Dr. Gayle Potter, Associate Director of Curriculum and Assessment, recommended adoption of the Common Core State Standards. Dr. Potter said the state-led set of learning standards in mathematics and English language arts, an initiative of the Council of Chief State School Officers and the National Governors Association, were designed to prepare students to be ready for college and career upon graduation from high school. The internationally benchmarked standards are considered to be higher, fewer and deeper than those found in many states. The objective, as Dr. Gayle Potter pointed out, is to allow teachers to teach to deeper levels of understanding for permanent learning.

Dr. Potter discussed the need for a transition plan to incorporate the standards into the state's classrooms, complete with curriculum, professional development and a new set of assessments. She asked the Board to adopt the standards with the understanding they would not be implemented until the new tests were in place.

Ms. Saviers suggested a communication plan be developed to explain the new standards so educators, students and parents could easily understand the expectations.

Ms. Gullett moved, seconded by Ms. Saviers, adoption of the Common Core State Standards. The motion carried.

### **Request for Charter Amendment of Open-Enrollment Public Charter School: Kipp Delta Public Schools, Helena and Blytheville, AR**

Scott Shirey, Executive Director of KIPP Delta Public Schools, requested the following amendments to the charter: a waiver from monthly board meetings; a change in the dismissal time for the Helena campus from 5 p.m. to 4 p.m.; allow sixth, seventh and eighth grade students to take algebra; flexibility to teach physical science in the eighth grade; and elimination of Ds from the grading scale.

Mr. Ledbetter moved, seconded by Ms. Burrow, to grant the amendments. The motion carried.

### **Review of Open Enrollment Public Charter School: Hope Academy, Pine Bluff, AR**

Dr. Mary Ann Duncan, Charter Schools Coordinator, updated the Board on the status of Hope Academy, which opened in 2007. Dr. Duncan reported that on May 29, 2010, the U.S. Department of Agriculture terminated the school's National School Lunch and breakfast programs. This action was taken as a result of the Academy seeking \$28,288.13 in reimbursement for free and reduced meals beyond the amount for which it qualified.

Dr. Duncan reported preliminary 2010 scores indicated 82 percent of the school's fifth grade students scored below grade level in math. The charter called for no more than 20 percent of the students scoring below grade level the first three years the school was open.

Bill Goff, Assistant Commissioner for Fiscal Services, said the school had a bank balance of approximately \$24,000 prior to repaying the food program debt. He said the school's budget for the FY10-11 school year relied on growth in enrollment to meet revenue projections and, therefore, would likely end the year with a negative balance.

Ms. Saviers moved, seconded by Ms. Gullett, to revoke the charter for Hope Academy. The motion carried in a roll call vote:

Yeas: Mays, Burrow, Ledbetter, Mahony, Saviers, Gullett

Nays: None

### **Request Approval of the Accreditation Status Report for Arkansas Public Schools and School Districts 2009-2010**

Dr. Charity Smith, Assistant Commissioner for Academic Accountability, and Johnie Walters, Standards Assurance Unit Leader, presented the 2009-2010 accreditation status report reflecting 778 fully accredited schools; 227 accredited-cited schools; 63 accredited-probationary schools; 11 districts accredited-cited and 4 districts accredited-probationary. Thirteen of the 63 accredited-probationary schools have violated standards for two consecutive years.

Northwood Middle School in the Pulaski County Special School District and the Academy of Excellence Conversion Charter School in the Osceola School District are in violation of standards for three consecutive years. The status of both schools will be brought before the Board at the August meeting.

Ms. Mahony moved, seconded by Dr Mays, approval of the 2009-2010 Accreditation Status Report excluding Har-Ber High School in the Springdale School District. The motion carried.

**Consideration for Final Approval: Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds**

Bill Goff said the third public hearing on the Rules was held June 2, 2010.

Mr. Ledbetter noted a recommendation from Scott Shirey in the written comments to add to section 6.07.1.2 Qualifications for Specialists/Coaches (K-12 and/or Instructional Facilitators "*or completion of the required two-year training and teaching component of the Teach for America program.*")

Mr. Ledbetter moved, seconded by Dr. Mays, approval of the final rule with additional language in 6.07.1.2 to allow for the completion of the two-year training and teaching component of the Teach for America program as a qualification. The motion carried.

**Consideration for Final Approval: Proposed Rules Governing Closing the Achievement Gap**

Dr. Laura Bednar, Assistant Commissioner of Learning Services, said a public hearing was held March 31, 2010, but no written comments were received. She said Learning Services would revisit sections 3.01, 3.02 and 3.04 in an effort to provide maximum support to schools

Ms. Burrows moved, seconded by Ms. Mahony, approval of the Rules. The motion carried

**Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)**

Jeremy Lasiter, General Counsel, said that although the Rules had undergone some clean up other revisions would be probably be needed after the next legislative session. He said the Department hoped to get clarification in the law to break out all components of the Rules by state and federal requirements.

Mr. Ledbetter moved, seconded by Ms. Saviers, approval of the Rules. The motion carried.

**Consideration for Final Approval: Rules Governing Eligibility and Financial Incentives for Certified Speech-Language Pathologists**

In presenting the Rules, Beverly Williams, Assistant Commissioner of Human Resources, said the intent was to attract speech pathologists and to encourage them to get the additional certification by offering a \$5,000 incentive bonus for a period of ten years.

Ms. Gullett moved, seconded by Dr. Mays, approval of the Rules. The motion carried.

**Consideration for Final Approval: Rules Governing Initial, Standard/ Professional and Provisional Teacher Licensure**

In presenting the Rules, Ms. Williams said after being tabled last month they had undergone some minor revision. The definition of mentor contained the phrase "master teacher." She said the word master had been eliminated.

Ms. Williams requested permission to replace the word professional with advanced in reference to teacher licensure. She pointed out that Rules previously approved by the Board would also need to be changed to reflect advanced rather than professional.

Ms. Mahony moved, seconded by Ms. Burrow, approval of the Rules as amended. The motion carried.

**Consideration for Final Approval: Rules Governing Initial, Standard/ Professional Administrator and Administrator-Arkansas Correctional School Licensure**

Ms. Williams presented a recommendation from the Professional Licensure Standards Board to clarify the meaning of employment as used in the Rules. She said the proposed change was *employed by a school district and not contracted services*.

Board members expressed concern regarding the number of years experience required for administrator licensure.

Ms. Gullett moved, seconded by Ms. Saviers, approval to put the Rules back out for public comment. The motion carried.

**Reconsideration of Decision on School Choice Petition Denial by the Bryant School District** *(A complete record of the appeal is available in the State Board office.)*

██████████ presented an appeal filed by Ms. ██████████ regarding the decision of the Bryant School District to deny the Arkansas Public School Choice Act application of her son H ██████████.

Ms. ██████████ said she moved to Benton from Oklahoma in the spring and with the approval of Benton School District and Bryant School District enrolled her son in Bryant. She then completed the school choice application so her son could remain at Bryant for the 2010-2011 school year.

Ms. ██████████ said she received a letter approving her son's school choice application, but was later contacted by Don McGohan, Assistant Superintendent in the Bryant district, notifying her the approval was revoked. She said Bryant received ██████████ records from his former school indicating he had an IEP.

██████████, legal counsel for Bryant, said the district revoked the approval because Ms. ██████████ gave incorrect or misleading information regarding her son's need for special services. He added the district's special education classes were already operating near capacity and needed to reserve space for new students who would reside within district boundaries.

Bryant staff member Vickie Kingston said 3.5 new special education teachers had been added this year to accommodate the growing number of special needs students.

Ms. Mahony asked how many special needs students had been accepted on school choice.

The district's response was "none."

Mr. Ledbetter said he was not comfortable putting districts in a position to have to add staff.

Mr. Ledbetter moved, seconded by Ms. Mahony, to uphold denial of the petition. The motion failed in a roll call vote.

Yeas: Ledbetter, Mahony  
Nays: Burrow, Gullett, Mays, Saviers

Dr. Mays moved, seconded by Ms. Saviers, to overturn the district's decision to deny the school choice application for ██████████. The motion carried in a roll call vote.



Yeas: Burrow, Gullett, Mays, Saviers  
Nays: Ledbetter, Mahony

**Request for Report**

Dr. Mays requested a report of athletic expenditures at the August meeting.

**Adjournment**

The meeting adjourned at 4:07 p.m.

*These minutes were recorded by Phyllis Stewart.*

  
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Commissioner Department of Education

  
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Chair State Board of Education

# Arkansas Common Core Strategic Plan

**The Arkansas plan articulates a vision of success, describing in detail various levels of alignment and implementation success, identifying best practices for alignment and implementation of standards, creating tools and methods to help districts and schools design an aligned system for learning, and incorporating points of view from a broad cross-section of stakeholders.**

The Arkansas plan for implementation of the Common Core State Standards (CCSS) is considered to be a work-in-progress. It is constantly being revised, edited, and expanded to assist Arkansas educators as they implement CCSS. As requested, information from various stakeholders and/or organizations specified in this plan will be added in the "Additional Information" box at the end of each Strategic Action Area. All updates will be dated. Upon full implementation of the CCSS, this document is intended to show the work by Arkansas educators beginning with the initial creation of this plan in October, 2011.

The Curriculum and Instruction Unit at the Arkansas Department of Education is committed to providing educators with resources to assist in implementing CCSS. A resource document titled, "What Every Arkansas Educator Needs to Know About CCSS" can be found at: <http://ccssarkansas.pbworks.com>



**COMMON CORE**  
STATE STANDARDS INITIATIVE  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

**Arkansas Common Core Strategic Plan**

**Strategic Action Area 1: COMMUNICATION**

> Successful implementation of the Common Core State Standards requires a focus on communication, a process of collective thinking, inquiry, and sharing that leads to a clearer, common understanding.

**Desired Outcome 1A: Translates the standards to support broader understanding of intent and implications.**

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Teachers will implement the vision for implementation of CCSS	Schools will support the vision of and provide resources for implementation of CCSS	Districts will support the vision of and provide resources for implementation of CCSS	Co-ops will support the vision for implementation of CCSS	ADE will develop and communicate a vision for the implementation of CCSS
2012-2013					
2013-2014					

**Desired Outcome 1B: Communicate the levels of expectations of the standards to all stakeholders.**

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Schools will identify a math lead and an ELA lead to receive CCSS information and to be responsible for relaying information to all teachers	The principal will work with the ELA and math leads to plan and deliver professional development and to provide information regarding CCSS	The district will identify key district leaders to plan and support professional development and to provide information regarding CCSS	Co-ops will identify staff to support districts/schools in their implementation of CCSS; Stakeholders will share communications with membership, promote the plan for CCSS implementation, and identify their roles in the support of student college and career readiness	ADE will communicate information via the delivery chain
2012-2013					
2013-2014					

**Additional Information:**

10/11/11

The Arkansas CCSS Guiding Coalition and ASCD (in partnership with the Arkansas Department of Education, the Council of Chief State School Officers, and Arkansas ASCD) will host a Summit to advance the successful implementation of the CCSS. Throughout the summit, participants will be able to: collaborate with colleagues to help assess state and local needs to ensure the successful implementation of the CCSS, participate in interactive sessions to learn and share successful implementation strategies and practices from national and Arkansas colleagues, understand the importance of a whole child approach to education in setting the foundation for success from kindergarten through college and career choices, and begin an effective communication plan to bring awareness of the CCSS to your community stakeholders. (1A)

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**Strategic Action Area 2: CURRICULUM**

> Successful implementation of the Common Core State Standards requires a curriculum to be a well-defined set of research-based experiences in which students and instructors are engaged to attain understanding and achievement of outcomes and expectations aligned to the standards.

**Desired Outcome 2A: Translate the standards to support implementation.**

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	K-12 teachers will develop and implement curriculum aligned to the CCSS, participate in CCSS Institutes, work in PLCs to focus on student learning and will report implementation progress to school leadership	School representatives (principal, math lead, ELA lead) will develop and implement curriculum aligned to CCSS, participate in CCSS Institutes, provide information from CCSS Institutes to all K-12 teachers, provide on-going support to teachers for full implementation of CCSS and will report implementation progress to district	District representatives (Superintendent and/or key personnel who support principals and facilitate professional development) will develop curriculum aligned to CCSS, participate in CCSS Institutes, provide support, deliver information to schools and report implementation progress to Co-ops	AETN/ArkansasIDEAS will host CCSS Institutes; Co-ops will facilitate CCSS Institutes via CIV; Co-ops will provide support to districts and will report implementation progress to ADE	ADE will provide on-going guidance for curriculum development via "What Every Arkansas Educator Needs to Know About Common Core State Standards"; ADE will provide CCSS Institutes and supporting materials; ADE will provide support to regional cooperatives and STEM centers
2012-2013					
2013-2014					

<b>Desired Outcome 2B: Develop tools and evaluations to help identify and select appropriate resources and materials.</b>					
<b>Timeline</b>	<b>Classroom</b>	<b>School</b>	<b>District</b>	<b>Regional/Partners</b>	<b>State</b>
2011-2012	PLCs will utilize the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Schools will utilize the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Districts will share the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Co-ops and STEM Centers will share the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	ADE will provide an analysis tool for evaluating instructional materials specific to CCSS for ELA and math
2012-2013	Teachers will use technology as a tool for learning	Schools will provide professional development and support as needed to use technology as a tool for learning	Districts will design curriculum and provide professional development and support as needed to use technology as a tool for learning	Co-ops and STEM Centers will support the use of technology as a tool for learning	ADE will provide guidance on best practices for using technology as a tool for learning
2013-2014					
<b>Additional Information</b>					
12/8/11 CCSS Institute #1 (2A)					

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**Strategic Action Area 3: ASSESSMENT**

Successful implementation of the Common Core State Standards requires assessments that include the processes used to measure student progress toward attainment of the standards and the ongoing learning in the classroom.

**Desired Outcome 3A: Develop training programs to build assessment literacy.**

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	PLCs will discuss implementation of the district assessment plan and report progress to the school	Schools will provide professional development and support to teachers for full implementation of the district assessment plan and report implementation progress to the district	Districts will develop a district assessment plan, support schools in implementing the district assessment plan and report implementation progress to the Co-op	Co-ops and STEM Centers will build internal capacity to provide and support professional development for assessment literacy and will report implementation progress to the ADE	ADE will create professional development for assessment literacy which includes templates for a district assessment plan
2012-2013					
2013-2014					

**Desired Outcome 3B: Ensure teachers utilize formative assessment continuously.**

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers will develop expertise in formative assessment practices	Schools will provide professional development and support to teachers to develop expertise in formative assessment practices	Districts will provide professional development and support to schools to develop teachers' expertise in formative assessment practices	Co-ops and STEM Centers will support a common language and common understanding of formative assessment practices across districts	ADE will provide guidance on the use of formative assessment

2013-2014	Teachers, individually and in PLCs, will use data to improve teaching and learning in the classroom	Leadership teams will utilize data to improve teaching and learning in the school	District leadership teams will utilize data to improve teaching and learning in all schools	Co-ops and STEM Centers will utilize data to shape professional development and support use of formative assessment in districts/schools	ADE will utilize data to shape professional development and support use of formative assessment across the state
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<b>Desired Outcome 3C: Participate, implement, and support the work of the assessment consortia.</b>					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					ADE will seek flexibility from the USDOE regarding transition allowances from the current state assessment/accountability system to Next-Generation Assessments/ PARCC/Revised Accountability System
2012-2013					ADE will develop a transition plan to move from current state assessments to PARCC
2013-2014					ADE will provide information on the research, design, security, management, reporting, implementation, administration, scoring, technology, and accountability requirements of PARCC

**Additional Information:**  
 11/2/11 Five public informational meetings held across the state (11/21, 11/29, 12/1, 12/5, 12/6) to discuss USDOE ESEA waiver/teacher evaluation (3C)



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**Strategic Action Area 4: INSTRUCTIONAL LEADERSHIP**

> Successful implementation of the Common Core State Standards requires instructional leadership that creates a vision for deeper levels of teaching and learning portraying a clear commitment to learning for understanding.

**Desired Outcome 4A: Disseminate and promote evidence-based/research-based instructional practices that are aligned with the vision of the standards.**

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	K-2 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-2
2012-2013	K-8 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-8

Arkansas Common Core

Strategic Plan: Instructional Leadership

2013-2014	K-12 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-12
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<b>Desired Outcome 4B: Develop the instructional leadership of school, district, regional, and state leaders.</b>					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Teachers will take a leadership role in supporting and collaborating with their colleagues regarding CCSS implementation	School leadership teams will identify support for PLCs and teachers for implementation of CCSS	District leadership teams will identify instructional leadership support for school leadership teams for implementation of CCSS	Co-ops, STEM Centers, Arkansas Leadership Academy, Arkansas ASCD, AAEA, and other stakeholders will support the development of instructional leadership based on CCSS	ADE will collaborate with stakeholders and organizations to support the development of instructional leadership based on the CCSS
2012-2013					
2013-2014					

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**Strategic Action Area 5: PROFESSIONAL DEVELOPMENT**

> Successful implementation of the Common Core State Standards requires professional development that takes a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness" in guiding student learning (National Staff Development Council, 2010).

**Desired Outcome 5A: Develop a systemic approach that sustains and supports communities of practice, including professional learning communities.**

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013					
2013-2014	Teachers will participate in PLCs to collaborate on CCSS implementation	School leadership teams will collaborate on CCSS implementation and will communicate with PLCs and district leadership teams	District leadership teams will collaborate on CCSS implementation and will communicate with school leadership teams, Co-ops, and STEM Centers	Co-ops, STEM Centers, organizations, and stakeholders will collaborate on CCSS implementation and will communicate across Co-op regions and with the ADE	ADE will collaborate with Co-ops, STEM Centers, organizations and stakeholders to build the collaborative capacity of CCSS implementation across the state

**Desired Outcome 5B: Create a clearinghouse of evidence-based/research-based best practices for instruction.**

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013					
2013-2014	Teachers and PLCs will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	School leadership teams will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	District leadership teams will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	Co-ops and STEM Centers will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	ADE will create a digital clearinghouse based on evidence-based/research-based instructional models

Desired Outcome 5C: Build the capacity of multiple stakeholders to support the continued development of the knowledge and skills needed by educators to teach the standards.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers will increase their knowledge and skills related to the CCSS implementation	School leadership teams will develop the internal capacity of staff to support colleagues knowledge and skills related to CCSS implementation	District leadership teams will develop the internal capacity of staff to support colleagues knowledge and skills related to CCSS implementation	Co-ops and STEM Centers will provide and/or facilitate professional development modules with fidelity to support districts/schools knowledge and skills related to CCSS implementation	ADE will create professional development modules to support the knowledge and skills related to CCSS implementation
2013-2014	Teachers will use data to improve teaching and learning in the classroom; PLCs will utilize data to improve teaching and learning in the school	School leadership teams will utilize data to shape and improve teaching and learning in the school	District leadership teams will utilize data to shape and improve teaching and learning in all schools	Co-ops and STEM Centers will utilize data to shape professional development and support to districts/schools	ADE will utilize data to shape professional development and support across the state

**Arkansas Common Core Strategic Plan**

Strategic Action Area 6: POLICY

> Successful implementation of the Common Core State Standards requires a focus on policies, formal and informal guidelines that define the parameters for action through which an organization carries out its priorities to influence systemic decisions.

**Desired Outcome 6A: Create a feedback system that supports local implementation of the standards.**

Timeline	Classroom	School	District	Regional/Policy	State
2011-2012					
2012-2013					
2013-2014					ADE will develop a feedback system to support local implementation of CCSS

**Desired Outcome 6B: Align all policies to systematically support implementation of the standards.**

Timeline	Classroom	School	District	Regional/Policy	State
2011-2012					
2012-2013	Teachers and PLCs will notify school leadership teams of policies that present barriers to the implementation of the CCSS	School leadership teams will notify district leadership teams of policies that present barriers to the implementation of the CCSS	District leadership teams will notify Co-ops, STEM Centers and membership organizations of policies that present barriers to the implementation of the CCSS	Co-ops, STEM Centers, and membership organizations will notify ADE of policies that present barriers to the implementation of the CCSS	ADE will develop a comprehensive list of policies to be considered for revision in support of the implementation of CCSS
2013-2014					ADE will support an alignment of all educational policies related to the implementation of the CCSS

**Desired Outcome 6C: Evaluate the allocation of resources for implementation of the standards.**

Timeline	Classroom	School	District	Regional/Policy	State
2011-2012					
2012-2013					

2013-2014	Teachers and PLCs will utilize available resources to support implementation of CCSS	School leadership teams will provide adequate resources (time, professional development, materials, etc.) to support implementation of CCSS	Districts will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately	Co-ops and STEM Centers will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately	ADE will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately
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**Arkansas Common Core Strategic Plan**

**Strategic Action Area 7: INTERNAL AND EXTERNAL ALIGNMENT OF POLICIES AND PRACTICES (ALIGNED SYSTEM)**

> Successful implementation of the Common Core State Standards requires a focus on internal and external alignment, connection and configuration of various systemic elements including people, practices, policies, and structure.

**Desired Outcome 7A: Articulate and create tools and methods to assist districts in creating an aligned system for learning.**

Timeline	Classroom	School	District	Regional	State
2011-2012	Classrooms will implement the strategic plan for implementation of CCSS	School leadership teams will develop a strategic plan to assist classrooms in the implementation of CCSS	District leadership teams will develop a strategic plan to assist schools and classrooms in the implementation of CCSS	Co-ops, STEM Centers, organizations, and stakeholders will support the ADE strategic plan	ADE will develop a strategic plan to assist regions, districts, schools, and classrooms in the implementation of CCSS
2012-2013	PLCs will utilize data from the online self-monitoring tool for implementation of CCSS to revise the school strategic plan	School leadership teams will utilize data from the online self-monitoring tool for implementation of CCSS to revise the school strategic plan	District leadership teams will utilize data from the online self-monitoring tool for implementation of CCSS to revise the district strategic plan	Co-ops, STEM Centers, organizations and stakeholders will support the use of the online self-monitoring tool for implementation of CCSS	ADE, in conjunction with Arkansas ASCD, will design an online tool for schools and districts to self-monitor implementation of CCSS
2013-2014					

**Desired Outcome 7B: Create a clear internal mission and vision to which all policies, structures, and practices are aligned.**

Timeline	Classroom	School	District	Regional	State
2011-2012	Classrooms will promote learning that aligns to the vision, mission, and message regarding implementation of CCSS	Schools will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	Districts will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	Co-ops, STEM Centers, organizations and stakeholders will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	ADE will align internal department programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS

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Strategic Plan: Internal and External Alignment of Policies and Practices (Aligned System)

2012-2013						
2013-2014						

Arkansas Common Core  
 Strategic Plan: Internal and External Alignment of Policies and Practices (Aligned System)



## Expanded Timeline for EL

## TIMELINE OF IMPLEMENTATION

Activity	Timeline	Responsible Party	Documentation	Resources
Redesign of ESL Academy Training to Specifically Address CCSS	January – June 2012 With Implementation Beginning June 2012	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle Potter, Director, Assessment; Standards and Accountability transition; Dr. Tracy Tucker, Director Curriculum; Staff	ESL Academy to provide outline of transition to CCSS training	ADE is committed to continuing its support of the ESL Academies, and requires no additional funding and staff time to implement its plan for transitioning its Academies and professional development to address college and career ready standards. ADE staff has already committed its scope of work to accomplish this. Assessment and Curriculum funding and staff requirements are currently being met with existing resources
Review and revision of ELL component of the Arkansas Comprehensive School Improvement Plan (ASCIP) for accountability to reflect LEA Common Core initiatives	Will Begin Fall of 2012 and Be Implemented by Academic Year 2013	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle Potter, Director, Assessment; Standards and Accountability transition; Dr. Tracy Tucker, Director, Curriculum; Other ADE Staff	Completed, revised ACSIP EL elements and evaluation rubric to be completed by August, 2013  Revised/new assessments and accountability goals (AYP/AMAO) to be implemented as per Common Core timetable	
Training on Parental outreach for EL families on CCSS	Began Fall of 2011 and will be ongoing	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle	Evidence of ELL parent engagement training to be reported by end of academic year 2013	

		Potter, Director, Assessment; Standards and Accountability transition; Dr. Tracy Tucker, Director, Curriculum; Other ADE Staff		
Coordination with Career Education has already begun (bilingual materials and professional development on career ready standards), and will be ongoing	ongoing	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle Potter, Director, Assessment; Standards and Accountability transition; Dr. Tracy Tucker, Director, Curriculum; Other ADE Staff	Evidence of Career Education partnership activities to be reported by end of academic year 2013	

**Expanded Timeline for SPDG**

**TIMELINE OF IMPLEMENTATION**

Activities	Timeline	Responsible Party	Documentation	Resources
<p><b>Goals:</b> Establishment of an integrated statewide professional development network</p> <p>Strategic monitoring, planning, and implementation of scientifically-based interventions/strategies to meet identified needs of target schools in school improvement status</p> <p>Aggressive recruitment, training and capacity building to achieve 100% fully licensed special education teachers and increased retention for special education teachers</p>	<p>2009 – 2014 and ongoing</p>	<p>Martha Kay Asti, Associate Director, ADE Special Education; Suzann McCommon, Executive Director, Great Rivers Education Service Cooperative; Current SPDG Staff – Dr. Howie Knoff, grant director; Lisa Haley, literacy/math coordinator; Jennifer Gonzales, positive behavior support coordinator; Rosemary Burks, literacy consultant; Susan Friberg, literacy consultant; Lisa Johnson, literacy/behavior consultant; Rose Merry Kirkpatrick, co-teaching consultant; Sandy Crawley, recruitment/retention consultant; Marsha Scullark, administrative assistant</p>	<p>Much of the empirical foundation of the CTAG is based on Project ACHIEVE which was designated an evidence-based program by the U.S. Department of health and Human Services’ Substance Abuse and Mental Health Services Administration (SAMHSA) in 2000; and with is listed on SAMHSA’s National Registry of Evidenced-based Programs and practices (<a href="http://nrepp.samhsa.gov">http://nrepp.samhsa.gov</a>)</p> <p>The SPDG files an Annual Performance Report with the U.S. Department of Education’s Office of Special Education Programs (OSEP) around May 1<sup>st</sup> each year. It also has quarterly conference calls to discuss the grant’s progress with the OSEP Project Officer assigned</p>	<p>The SPDG, including staff, are funded through September 30, 2014 for \$1 million per year. The funds have been provided by the U.S. Department of Education’s Office of Special Education Programs.</p>
<p><b>Activities:</b> Professional development partnerships explored with nine Educational Service Cooperatives</p> <p>Existing web-based materials developed during the first 5-year SPDG, were reviewed and updated</p> <p>35 PBSS Facilitators</p>	<p>Year I 2009 - 2010</p>		<p>Strategic planning partnerships were established with ADE’s Smart Accountability state support Teams and the ADE-SEU Monitoring and Program Effectiveness Compliance Teams</p> <p>Nine Strategic Implementation Model (SIM) Professional Developers were certified through the collaborative efforts with the University</p>	

<p>were surveyed regarding the PBSS certification process</p> <p>Progress was made toward achieving two parent mentors for each school district to provide information and training for other parents in scientifically-based literacy and behavior interventions</p> <p>Arkansas' Smart Accountability process was approved by the U.S. Department of Education in January 2009 to help the ADE differentiate and support schools across the state in School Improvement Status</p> <p>Training that integrated components from the ADE's Scholastic Audit and the Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE) tool was conducted</p> <p>Schools in School Improvement Status who would participate in the SPDG were identified; strategic planning and implementation plan development to occur during the early part of Year 2</p>			<p>of Kansas' Center for Research on Learning, and the University of Central Arkansas' Mashburn Center for Learning</p> <p>A total of 93 scientifically-based professional development/training activities were carried out during Year 1 involving a total of 4,084 ADE, Educational Cooperative and local school district personnel</p> <p>164 potential parent mentors identified from 39 school districts</p> <p>Follow-up activities to these professional development/training activities included 102 on-site consultations involving 870 participants</p> <p>91.7% of Arkansas' special education teachers were certified and highly qualified This is a slightly upward trend from previous years</p> <p>SPDG financial support and on-site mentoring were provided for 22 novice teachers participating in the Pathwise Mentoring Project</p> <p>63.6% of novice special education teachers were retained after three years of teaching, compared to 67% after two years of teaching</p> <p>Stipends were provided for 20 paraprofessionals working toward special education teacher certification</p>	
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<p>Aggressive recruitment activities were carried out to include: job fairs; use of TeachArkansas, efforts to provide financial support for districts' use of Teaches-Teachers.com; efforts to encourage districts' use of strategies developed with the National Special Education Personnel Center, and strategies to attract middle and high school students to teaching careers in special education</p>			<p>80 special education teachers were provided stipends to assist them in obtaining full licensure</p> <p>60 pre-service training students completed a credential program in special education within Arkansas colleges and universities</p>	
<p>The SPDG's school leadership and strategic planning, response-to-intervention (RTI)/closing the achievement gap (CTAG), and school improvement processes have become more completely embedded into the ADE's Smart Accountability process</p>	<p>Year II 2010 – 2011 and ongoing</p>		<p>A total of 36 tools, products, and resources for were developed in areas of behavior, literacy, mathematics, data-based problem-solving, and leadership</p> <p>A new regional specialty support team designed with dedicated SPDG staff assigned to each of five Smart Accountability regions</p> <p>A total of 277 scientifically-based professional development activities were carried out during Year 2 including inservice sessions involving a total of 675 ADE, Educational Cooperative, and local school district personnel</p>	

			<p>Twenty (20) SIM Professional Developers have been certified through collaborative efforts of the ADE, SPDG, University of Kansas Center for Research on Learning, and the University of Central Arkansas' Mashburn Center for Learning</p> <p>Nine (9) additional SIM potential professional developers are currently in the internship process and will become certified SIM Professional developers in July, 2011</p> <p>A total of 28 building leadership teams from 14 Arkansas school districts participated in co-teaching professional development provided by the ADE in Fall, 2010</p> <p>69.5% of novice special education teachers were retained after three years of teaching</p>	
<p>SPDG staff continues to serve as full members on the Specialty Support Teams (SST's) that are working out of the ADE's Learning Services Division. SPDG coordinator for math/literacy is working on a national committee</p>	<p>Year III 2011 – 2012 (to date) and ongoing</p>		<p>SPDG staff continues to develop multi-media professional development materials in the areas of leadership, strategic planning and organizational development, literacy, mathematics, PBSS, data-based problem solving, and/or recruitment/retention</p>	

			Process”	
SPDG continues relationship with Mashburn Institute (SIM Project)			SPDG staff provided SIM training and technical assistance in a number of secondary schools across the state	
The SPDG continues to support special education recruitment and retention activities across the state, as well as financially supporting paraprofessionals working toward their highly qualified status and undergraduate students who are earning licensure in different areas of special education				

Common Core Guiding Coalition  
September 2, 2011

Title	First Name	Last Name	Position	School District	City	Email Address
Dr.	Richard	Abernathy	Executive Director	Arkansas Association of Educational Administrators	Little Rock	
Ms.	Debbie	Awell	Director of Secondary Curriculum	Van Buren School District	Van Buren	
Ms.	Phoebé	Bailey	Teacher Center Coordinator	Southwest Arkansas Education Service Cooperat	Hope	
Ms.	Lisa	Baker	Director of Personnel	Cabot School District	Cabot	
Mr.	Shane	Broadway	Interim Director	Arkansas Department of Higher Education	Little Rock	
Dr.	Tameka	Brown	Principal	Morrilton Senior High School	Morrilton	
Ms.	Deborah	Bruick	Assistant Superintendent	Bryant School District	Bryant	
Ms.	Carla	Curtis	Special Education Supervisor	Ozark's Unlimited Resources Cooperative	Valley Springs	
Ms.	Debbie	Davis	Director	Arkansas Leadership Academy	Fayetteville	
Mr.	Dan	Farley	Executive Director	Arkansas School Boards Association	Little Rock	
Dr.	Mary	Gunter	Dean, Graduate College	Arkansas Tech University	Russellville	
Ms.	Michelle	Hayward	Principal	McNair Middle School	Fayetteville	
Ms.	Barbara	Hunter Cox	Teacher Center Coordinator	Crowley's Ridge Education Cooperative	Harrisburg	
Ms.	Becky	Jester	Director	Dawson Education Service Cooperative	Arkadelphia	
Ms.	Angela	Kremers	Senior Program Associate for Education	Wintthrop Rockefeller Foundation	Little Rock	
Ms.	Ginny	Kurnis	Past President	Arkansas PTA	Little Rock	
Ms.	Janet	Lawrence	Superintendent	Arkansas Department of Higher Education	Little Rock	
Dr.	Matt	McClure	Director	Cross County School District	Cherry Valley	
Ms.	Suzann	McCommon	Director	Great Rivers Educational Cooperative	West Helena	
Ms.	Debbie	Miller	Director of Curriculum/Instruction	Batesville School District	Batesville	
Dr.	Kim	Fowler	Director	OUR Coop		
Mr.	Rich	Nagel	Director	Arkansas Education Association	Little Rock	
Ms.	Sandra	Porter	Deputy Director	Arkansas Department of Career Education	Little Rock	
Ms.	Kathy	Powers	Teache of the Year 2011	Career and Technical Education	Little Rock	
Ms.	Tonyva	Russell	Director	Arkansas Department of Education	Little Rock	
Ms.	Jacki	Smith	Principal	Arkansas Department of Human Services / Division of Child Care and Early Childhood Education	Little Rock	
Ms.	Kathy	Smith	Principal	Arnold Drive Elementary School	Jacksonville	
Mr.	Scott	Smith	Executive Director	The Walton Family Foundation	Bentonville	
Dr.	Eileen	Treadway	Teaching and Learning Specialist	Arkansas Public School Resource Center	Little Rock	
				Arkansas Public School Resource Center	Little Rock	





**Tests and Assessments**

We all make on-going assessments in the process of a day when we answer questions for ourselves such as, "Is there enough gas in the tank to drive home?" and "Are there enough ingredients to make a recipe?" To improve student achievement, students must clearly understand what they are supposed to learn and where they are along the way to learning it.

Ongoing formative assessments provide feedback to students and teachers during the teaching and learning process. Formative assessments include teacher questioning, discussions, learning activities, conferences, interviews and student reflections. Based on feedback from these activities, teachers might change their instruction mid-course.

Arkansas is a governing state in the Partnership for Assessment of College and Career Readiness (PARCC) which has formed to create a next generation assessment system to provide more services and supports to students and teachers than currently available. The common assessment is a natural continuation of the work already underway in Arkansas and builds on our current system. By partnering with other states, we will be able to leverage resources, share expertise, and produce a system that will meet the needs and expectations of Arkansas students and teachers.

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**For More Information on How You Can Support Your Child's Education, Visit <http://www.pta.org/> or these Web sites:**

Arkansas Department of Education Common Core State Standards  
[http://arkansased.org/educators/curriculum/common\\_core.html](http://arkansased.org/educators/curriculum/common_core.html)

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**Putting It All Together  
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**Common Core State Standards in Arkansas for Elementary Schools**

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And what do students really need to know in this competitive, 21st century, global economy? Are they on the path for college and career readiness?

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## Now What?

Common Core State Standards, along with an effective classroom curriculum and improved teaching, will help raise our students' achievement. Training will be provided to Arkansas's teachers and principals to prepare them to teach and lead based on the new standards.

In addition to moving to state designed professional development resources, Arkansas will leverage national collaborative efforts that are currently underway to provide K-12 educators a variety of tools and resources, including a shared content framework.

### English Language Arts

The Common Core State Standards set goals for student mastery in English language arts. The study of English language arts includes reading, writing, speaking and listening. English language arts expectations are established for each grade across all subjects including science, history, social studies and technical subjects.

The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Informational texts include literary nonfiction and historical, scientific and technical texts. Teachers will choose the reading assignments for their students using the examples as a guide. At the top of the next panel are some suggested reading examples for grades K-5.

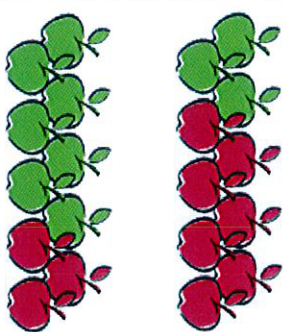
**Just as an example, the document you are reading right now would be at the 7th or 8th grade reading level according to the standards.**

GRADE LEVELS	EXAMPLE BOOK	TYPE OF READING
K-1	<i>Are You My Mother?</i> by P.D. Eastman	literature
K-1	<i>My Five Senses</i> by Ailiki	informational
2-3	<i>Henry and Mudge: The First Book of Their Adventures</i> by Cynthia Rylant	literature
2-3	<i>From Seed to Plant</i> by Gail Gibbons	informational
4-5	<i>Tuck Everlasting</i> by Natalie Babbitt	literature
4-5	<i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger	informational

### Math

The math standards emphasize that every student can be good in math. The standards set good math habits and strategies as top priorities for students in each grade. Some of those good math practices are active problem solving, persistence, precision, use of solid procedures, and checking to see if the answer makes sense.

The standards are designed to get students used to the idea of paying close attention to pattern and structure in problems. For instance, young students might notice the pattern and structure shown below



**3 and 7 more is the same amount as 7 and 3 more**

Math standards for grades K-5 are structured so that students get a solid foundation in arithmetic. The standards allow for the time it takes teachers to teach core concepts and procedures and the time it takes students to really master them.

## What Are the Common Core State Standards?

These standards describe what students are supposed to know from kindergarten through 12th grade. They define the reading, writing and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace.

These are high standards based on research, comparisons with other countries, and input from teachers, school administrators, parents, college entrance test developers, policymakers and business leaders.

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## Tests and Assessments

We all make on-going assessments in the process of a day when we answer questions for ourselves such as, "Is there enough gas in the tank to drive home?" and "Are there enough ingredients to make a recipe?" To improve student achievement, students must clearly understand what they are supposed to learn and where they are along the way to learning it.

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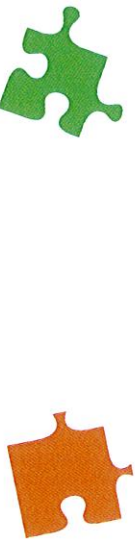
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**Putting It All Together  
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**Common Core State Standards in  
Arkansas for Middle Schools**

We all want our children to succeed in learning. At home, we can tell when our children are learning to take care of themselves and to take more responsibility for daily living activities.

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The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Teachers will choose the reading assignments for their students using the examples as a guide. At the top of the next panel are some suggested reading examples for grades 6-8.

**Just as an example, the document you are reading right now would be at the 7th or 8th grade reading level according to the standards.**

## EXAMPLE BOOK

## READING

<i>A Wrinkle in Time</i> by Madeleine L'Engle	literature
<i>The Adventures of Tom Sawyer</i> by Mark Twain	literature
<i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry	informational
<i>Math Trek: Adventures in the Math Zone</i> by Ivars Peterson and Nancy Henderson	informational

English language arts standards include expectations for students to develop their writing. Most of today's middle and high school students focus on narrative writing. Writing about opinions, beliefs and personal experiences is narrative writing. In college or the workplace, however, most writing focuses on informing and explaining. So, the new standards emphasize writing to inform and explain. The new standards also focus on writing arguments to support claims.

## Math

The math standards emphasize that every student can be good in math. With a solid K-5 math foundation, students will learn and apply more demanding math concepts and procedures in middle and high school. Students who have mastered the standard through the 7th grade will be well prepared for algebra in 8th grade. Below is an example of a math standard for 6th grade.

**6TH GRADE:** Understand ratio concepts and use ratio reasoning to solve problems.

### FOR EXAMPLE:

The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.



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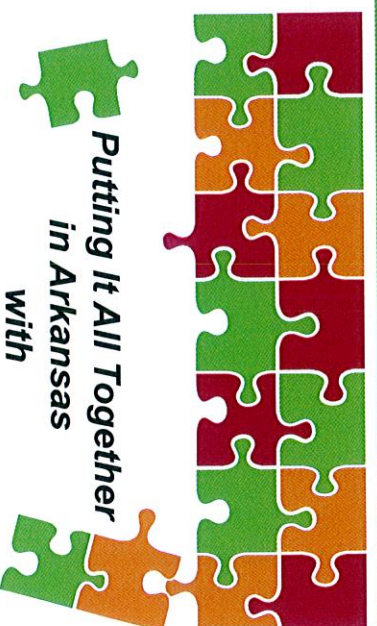
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**Putting It All Together  
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## Common Core State Standards in Arkansas for High Schools

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The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Teachers will choose the reading assignments for their students using the examples as a guide. At the top of the next panel are some suggested reading examples for grades 9-12.

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GRADE LEVELS	EXAMPLE BOOK	TYPE OF READING
9-10	<i>The Odyssey</i> by Homer	literature
9-10	<i>The Story of Science: Newton at the Center</i> by Joy Hakim	informational
11-12	<i>Pride and Prejudice</i> by Jane Austen	literature
11-12	1776 by David McCullough	informational

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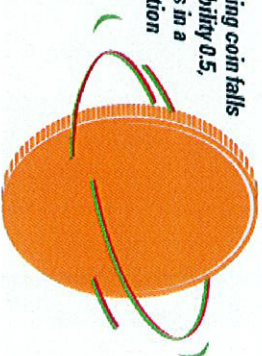
## Math

High school math standards address number and quantity, algebra, functions, modeling, geometry, and statistics and probability. The standards guide students to develop in their mathematical understanding and ability. Students will be asked to apply math to new situations just as college students and employees regularly do. Below is a standard in statistics.

**Understand and evaluate random processes underlying statistical experiments.**

### FOR EXAMPLE:

*If a model says a spinning coin falls heads up with a probability 0.5, would a result of 5 tails in a row cause you to question the model?*



## What Are the Common Core State Standards?

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(1)

- **Educators** (<http://www.commoncorearkansas.org/educators/>)
- **Parents** (<http://www.commoncorearkansas.org/parents/>)
- **Community** (<http://www.commoncorearkansas.org/community/>)
  
- **What?** (<http://www.commoncorearkansas.org/what/>)
- **Why?** (<http://www.commoncorearkansas.org/why/>)
- **How?** (<http://www.commoncorearkansas.org/how/>)

## Resources

### Videos

The Hunt Institute and the Council of Chief State School Officers have commissioned a series of videos that explain the Common Core State Standards in depth.

To access the full introduction to the Standards videos, please [click here](http://www.youtube.com/user/TheHuntInstitute#p/u/0/9IGD9oLofks) (<http://www.youtube.com/user/TheHuntInstitute#p/u/0/9IGD9oLofks>):

**[Introduction to the Common Core Mathematics Standards](http://www.youtube.com/user/TheHuntInstitute#p/u/1/d1MVErnOD7c)**  
 (<http://www.youtube.com/user/TheHuntInstitute#p/u/1/d1MVErnOD7c>)

**[Introduction to the Common Core English-Language Arts Standards](http://www.youtube.com/watch?v=dnjbwJdcPjE&feature=relmfu)** (<http://www.youtube.com/watch?v=dnjbwJdcPjE&feature=relmfu>)

**[Understanding the conventions of standard English writing and speaking](http://bit.ly/qzE8i7)** (<http://bit.ly/qzE8i7>)

**[Understanding Operations and Algebraic Thinking across Common Core State Standards](http://bit.ly/p0QRG0)** (<http://bit.ly/p0QRG0>)

**[Mastering the three basic types of writing in Common Core](http://www.youtube.com/user/TheHuntInstitute#p/u/4/Jt_2jI010WU)**  
 ([http://www.youtube.com/user/TheHuntInstitute#p/u/4/Jt\\_2jI010WU](http://www.youtube.com/user/TheHuntInstitute#p/u/4/Jt_2jI010WU))

**[Understanding the Importance of Common Core mathematical practices in the real world](http://www.youtube.com/user/TheHuntInstitute#p/u/16/m1rxkW8ucAl)**  
 (<http://www.youtube.com/user/TheHuntInstitute#p/u/16/m1rxkW8ucAl>)

**[Russellville School District and Arkansas Tech University partner to implement the Common Core State Standards- June 2011](http://arkansased.org/about/galleries/vg_ccss_062211/ccss.html)** ([http://arkansased.org/about/galleries/vg\\_ccss\\_062211/ccss.html](http://arkansased.org/about/galleries/vg_ccss_062211/ccss.html))

**[What the Common Core State Standards Initiative means for schools, students and teachers in Arkansas – August 2010](http://arkansased.org/educators/curriculum/common_core.html)** ([http://arkansased.org/educators/curriculum/common\\_core.html](http://arkansased.org/educators/curriculum/common_core.html))

### Presentations

[The Partnership for Assessment of Readiness for College and Careers support state efforts to implement and transition to the Common Core Standards – August 2011 \(/wp-content/uploads/2011/09/parcc-overview-and-updates1.pdf\)](#)

[Understanding the Common Core State Standards for English language arts, literacy in history/social studies, science and technical subjects – April 2011 \(http://arkansased.org/educators/pdf/curriculum/ccss\\_ela\\_042611.pdf\)](http://arkansased.org/educators/pdf/curriculum/ccss_ela_042611.pdf)

[Understanding the Common Core State Standards for mathematics – April 2011 \(http://arkansased.org/educators/pdf/curriculum/ccss\\_math\\_051711.pdf\)](http://arkansased.org/educators/pdf/curriculum/ccss_math_051711.pdf)

[Arkansas implementation guide to the Common Core State Standards – April 2011 \(http://arkansased.org/educators/pdf/curriculum/ccss\\_charting\\_course\\_042911.pdf\)](http://arkansased.org/educators/pdf/curriculum/ccss_charting_course_042911.pdf)

[Examining the state adoption of Common Core State Standards for English language arts & literacy in history/social studies, science and technical subjects – February 2011 \(http://arkansased.org/educators/pdf/curriculum/ccss\\_english\\_021511.pdf\)](http://arkansased.org/educators/pdf/curriculum/ccss_english_021511.pdf)

[Examining the state adoption of Common Core State Standards for Mathematics – February 2011 \(http://arkansased.org/educators/pdf/curriculum/ccss\\_math\\_021511.pdf\)](http://arkansased.org/educators/pdf/curriculum/ccss_math_021511.pdf)

[Overview of the Common Core State Standards Initiative – July 2010 \(http://www.arkansased.org/about/ppt/common\\_core\\_071210.ppt\)](http://www.arkansased.org/about/ppt/common_core_071210.ppt)

## For Parents

[Common Core State Standards implementation timeline for Arkansas public schools – April 2011 \(http://www.arkansased.org/educators/pdf/curriculum/ccss\\_timeline\\_040711.pdf\)](http://www.arkansased.org/educators/pdf/curriculum/ccss_timeline_040711.pdf)

[Implementing Common Core State Standards in Arkansas Elementary Schools – July 2011 \(http://www.arkansased.org/educators/pdf/curriculum/ccss\\_brochure\\_elementary\\_072711.pdf\)](http://www.arkansased.org/educators/pdf/curriculum/ccss_brochure_elementary_072711.pdf)

[Implementing Common Core State Standards in Arkansas Middle Schools – July 2011 \(http://www.arkansased.org/educators/pdf/curriculum/ccss\\_brochure\\_middle\\_school\\_072711.pdf\)](http://www.arkansased.org/educators/pdf/curriculum/ccss_brochure_middle_school_072711.pdf)

[Implementing Common Core State Standards in Arkansas High Schools – July 2011 \(http://www.arkansased.org/educators/pdf/curriculum/ccss\\_brochure\\_high\\_school\\_072711.pdf\)](http://www.arkansased.org/educators/pdf/curriculum/ccss_brochure_high_school_072711.pdf)

[The Parent's Guide to Student Success in Common Core State Standards \(http://www.pta.org/4446.htm\)](http://www.pta.org/4446.htm)

[Customized guides are available for school districts, boards of education and PTAs to co-brand using a name and logo \(http://www.globalprinting.com/fulfillment\\_management/national-pta/\). Enter Username: pta\\_user, Password: global. It will look like you are placing an order, but there is no charge. Processing will take approximately three days.](http://www.globalprinting.com/fulfillment_management/national-pta/)

## For Educators

[Arkansas Department of Education Common Core State Standards curriculum and instructions page \(http://ccssarkansas.pbworks.com/w/page/41448809/ADE-Common-Core-State-Standards-\(CCSS\)-Wiki-Homepage\)](http://ccssarkansas.pbworks.com/w/page/41448809/ADE-Common-Core-State-Standards-(CCSS)-Wiki-Homepage)



**Comparing the Common Core State Standards with the Arkansas Curriculum Frameworks for English language arts and mathematics.** (<http://ccssarkansas.pbworks.com/w/page/32131061/CCSS-Arkansas>) The analysis results are contained within each of the Excel files: one for English language arts and one for mathematics. The site also provides a user's guide for understanding the Common Core Analysis Results, as well as guidelines for using Excel.

**Common Core State Standards implementation timeline for Arkansas public schools – April 2011**  
([http://www.arkansased.org/educators/pdf/curriculum/ccss\\_timeline\\_040711.pdf](http://www.arkansased.org/educators/pdf/curriculum/ccss_timeline_040711.pdf))

**Common Core State Standards district transition plan for Arkansas public schools – April 2011**  
([http://www.arkansased.org/educators/pdf/curriculum/ccss\\_district\\_questions\\_040711.pdf](http://www.arkansased.org/educators/pdf/curriculum/ccss_district_questions_040711.pdf))

**What every Arkansas educator needs to know about Common Core State Standards – June 2011**  
([http://www.arkansased.org/educators/pdf/curriculum/ccss\\_resource\\_062111.pdf](http://www.arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf))

**Common Core State Standards sample performance tasks for kindergarten through 12<sup>th</sup> grade – April 2011**  
([http://www.arkansased.org/educators/pdf/curriculum/ccss\\_sample\\_informational\\_042211.pdf](http://www.arkansased.org/educators/pdf/curriculum/ccss_sample_informational_042211.pdf))

**Common Core State Standards sample performance tasks in stories and poetry for kindergarten through 12<sup>th</sup> grade – April 2011** ([http://www.arkansased.org/educators/pdf/curriculum/ccss\\_sample\\_stories\\_042811.pdf](http://www.arkansased.org/educators/pdf/curriculum/ccss_sample_stories_042811.pdf))

**The Common Core Curriculum Mapping Project for English Language Arts** (<http://www.commoncore.org/maps/>)

**Comparing Common Core State Standards in English language arts and mathematics – February 2011**  
([http://www.arkansased.org/educators/pdf/curriculum/side\\_english\\_math\\_021511.pdf](http://www.arkansased.org/educators/pdf/curriculum/side_english_math_021511.pdf))

**Achieve supports adopting the Common Core State Standards – August 2010**  
([http://www.arkansased.org/educators/pdf/curriculum/ccss\\_support\\_081610.pdf](http://www.arkansased.org/educators/pdf/curriculum/ccss_support_081610.pdf))

## Shared Resources Among School Districts

**On the road to implementation: Common Core Standards with common sense**  
(<http://web.me.com/acaciatc/UACC/Intro.html>)

**Common Core State Standards Quick Reference Guide** (<http://commoncore.cjrwbeta.com/wp-content/uploads/2011/09/Quick-Reference-Guide-Inside-the-Common-Core1.pdf>)

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<mailto:?subject=Resources&body=http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F>)

## Know the Facts

Common Core State Standards support the development of a unified, comprehensive and consistent assessment system.

**[Video \(/video/\)](#)**

**[FAQ \(/faq/\)](#)**

- **[Contact \(http://www.commoncorearkansas.org/contact/\)](http://www.commoncorearkansas.org/contact/)**
- **[FAQ \(http://www.commoncorearkansas.org/faq/\)](http://www.commoncorearkansas.org/faq/)**
- **[Resources \(http://www.commoncorearkansas.org/resources/\)](http://www.commoncorearkansas.org/resources/)**
- **[News \(http://www.commoncorearkansas.org/news/\)](http://www.commoncorearkansas.org/news/)**
- **[CCSS Initiative \(http://www.corestandards.org\)](http://www.corestandards.org)**
- **[PARCC \(http://www.achieve.org/PARCC\)](http://www.achieve.org/PARCC)**

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**A Guide for Professional Development  
Planning for Implementation of the  
Common Core State Standards**

**Arkansas Department of Education  
November 2011**



## **Forward: Professional Learning**

The adoption of the Common Core State Standards (CCSS) in English Language Arts and Mathematics by the Arkansas State Board of Education on July 12, 2010, serves as a catalyst for the transformation of K-12 education in Arkansas. Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, will require sustained professional development efforts in all Arkansas schools during the next three years.

This transition period between the adoption of the CCSS in 2010 and the first administration of the assessment of the CCSS in 2014-15 school year requires a phased approach for Arkansas districts and schools, with successive levels of implementation, each a prerequisite for the next phase.

**Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states**

**Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards**

**Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students**

**Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.**

Each of the phases demands intensive professional learning at the local level.

Research has shown that successful professional learning requires a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.” *Learning Forward* (formerly the National Staff Development Council).

Learning Forward’s Standards for Professional Learning (revised 2011) outline characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results:

**Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

**Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

**Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Educators in districts and schools across Arkansas will need systems that incorporate these research-based elements of practice to create a coherent, consistent culture of learning.

A Guide for Professional Development Planning for Implementations of the Common Core State Standards lays out in detail the priorities that are the most significant and that will take both time and effort to fully implement in Arkansas classrooms. Many educators have already begun to explore the CCSS and how the standards will impact their existing curriculum and instructional practices. However, all educators and students will benefit – in the short term and long term – from the guidance in these recommendations for professional learning. There is significant work to be done, and we urge curriculum directors, instructional leaders, instructional facilitators, and teachers to review this document carefully and make thoughtful choices for the necessary transition in their schools.

The CCSS, powered by effective professional development systems, are a significant driver of the transformation of education in Arkansas. A truly effective implementation of the CCSS demands innovation in learning environments, technology, and systems that support all students to meet rigorous 21<sup>st</sup> century expectations. This document serves as a professional development guide for districts and schools in their implementation of the CCSS. It will evolve and grow as new resources are created or identified and further connections are mapped to a new course for education in Arkansas.

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## **Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states**

A thorough understanding of the CCSS must begin with a close reading of the standards themselves, as well as the introduction and the appendices. Educators should be brought together to examine both the grade-specific standards for each strand and the progressions that build knowledge and skills from grade to grade. Discussion should focus on the meaning of each standard, including content and skills, and its implications for instruction, curriculum and assessment. Districts should outline a strategic plan with goals for implementing Common Core State Standards and assessments. The goals will drive the evaluation of the district plan.

### **Phase One Recommendations for Professional Development**

1. All educators will be aware of the CCSS vision and will be familiar with the CCSS documents. (References A-D)
2. All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready. (References E-F)
3. Educators will identify the student behaviors of learners that are college and career ready. (Reference G)

### **References/Resources:**

**These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.**

- A. Every educator should have access to the Common Core State Standards. Educators will need to read the standards very closely. Educators should read all components of the standards documents including the introduction and explanation pages throughout the document. Reading one grade level is not enough to fully understand the impact of CCSS. <http://www.corestandards.org/the-standards> Educators may want to view the standards in a different format.

ELA <http://www.corestandards.org/the-standards/english-language-arts-standards>

Mathematics <http://www.corestandards.org/the-standards/mathematics>

- B. Read the What, Why and How of CCSS on the website. Watch the ADE video and discuss the impact on Arkansas. Check educator's understanding of the CCSS vision. <http://www.commoncorearkansas.org/>



- C. Identify a facilitator to lead the whole group or small groups through a book walk of the CCSS documents. The facilitator may use the following presentations as guides. Please note these presentations are available in PPTX on the ADE website. [http://arkansased.org/educators/curriculum/common\\_core.html](http://arkansased.org/educators/curriculum/common_core.html)
- Examining the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects  
[http://arkansased.org/educators/pdf/curriculum/ccss\\_english\\_0215111.pdf](http://arkansased.org/educators/pdf/curriculum/ccss_english_0215111.pdf)
  - Examining the Common Core State Standards for Mathematics  
[http://arkansased.org/educators/pdf/curriculum/ccss\\_math\\_0215111.pdf](http://arkansased.org/educators/pdf/curriculum/ccss_math_0215111.pdf)
- D. Watch the Hunt Institute Videos.
- Common Core State Standards: Principles of Development*  
<http://www.youtube.com/user/TheHuntInstitute#p/u/3/d1MVErMOD7c>
  - The English Language Arts Standards: Principles of Development/ What They Are and Who Developed Them* <http://www.youtube.com/user/TheHuntInstitute#p/search/1/d1MVErMOD7c>
  - The Mathematics Standards: How They Were Developed and Who Was Involved*  
<http://www.youtube.com/user/TheHuntInstitute#p/u/4/dnjbwJdcPIE>
- E. Identify a facilitator to lead the whole group or small groups through a closer look at the CCSS documents. The facilitator may use the following presentations as guides. Please note these presentations are available in PPTX on the ADE website. [http://arkansased.org/educators/curriculum/common\\_core.html](http://arkansased.org/educators/curriculum/common_core.html)
- Building a Deeper Understanding of the Common Core Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects  
[http://arkansased.org/educators/pdf/curriculum/ccss\\_ela\\_0426111.pdf](http://arkansased.org/educators/pdf/curriculum/ccss_ela_0426111.pdf)
  - Building a Deeper Understanding of the Common Core Standards for Mathematics  
[http://arkansased.org/educators/pdf/curriculum/ccss\\_math\\_0517111.pdf](http://arkansased.org/educators/pdf/curriculum/ccss_math_0517111.pdf)
- F. Watch the Hunt Institute Videos.
- The English Language Standards: Key Changes and their Evidence*  
<http://www.youtube.com/user/TheHuntInstitute#p/u/5/JDzTOyxRGLI>
  - The Mathematics Standards: Key changes and their Evidence*  
<http://www.youtube.com/user/TheHuntInstitute#p/u/15/BNP5MdDDFFPY>
- G. Compare the Student Behaviors expected in the CCSS. The ELA document outlines the portrait of students (seven capacities) on page 7. The Math document identifies eight Standards for Mathematical Practice on pages 6-8. The Framework for K-12 Science Education identifies eight Scientific and Engineering Practices in chapter 3. These expectations are observable behaviors that a college and career ready learner develops and strengthens over time (K-12). Evidence of this development should indicate strategic use of these practices as the learner works through

new experiences and problems. Check educators understanding of the progressions and practices noted in the standard documents.

- a. ELA (page 7) [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
- b. Mathematics (pages 6-8) [http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)
- c. Science (chapter 3) Please note you can download a free PDF [http://www.nap.edu/catalog.php?record\\_id=13165](http://www.nap.edu/catalog.php?record_id=13165)

Figure A: Student Practice and Capacities

ELA Capacities	Mathematical Practice	Scientific and Engineering Practices
Demonstrate independence	Make sense of problems and persevere in solving them	Asking questions (for science) and defining problems (for engineering)
Build strong content knowledge	Reason abstractly and quantitatively	Developing and using models
Respond to the varying demands of audience, task, purpose, and discipline	Construct viable arguments and critique the reasoning of others	Planning and carrying out investigations
Comprehend as well as critique	Model with mathematics	Analyzing and interpreting data
Value evidence	Use appropriate tools strategically	Using mathematics, information and computer technology, and computational thinking
Use technology and digital media strategically and capably	Attend to precision	Constructing explanations (for science) and designing solutions (for engineering)
Come to understand other perspectives and cultures	Look for and make use of structure	Engaging in argument from evidence
	Look for and express regularity in repeated reasoning	Obtaining, evaluating, and communicating information

**For further study:**

Examine all of the resources in the Introduction and Steps 1-3 of *What Every Arkansas Educator Needs to Know About Common Core State Standards*.  
[http://arkansased.org/educators/pdf/curriculum/ccss\\_resource\\_062111.pdf](http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf)

Read more about the Common Core State Standards. See the mission statement and About the Standards tab.  
<http://www.corestandards.org/>

Arkansas is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Examine the information on each page. To register for the latest information from PARCC, educators may enter their email address in the top right corner under "Stay Informed". <http://www.parcconline.org/>

Read the NEA Policy Brief, Common Core State Standards: A Tool for Improving Education. [http://www.nea.org/assets/docs/HE/PB30\\_CommonCoreStandards10.pdf](http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf)

View a video and read additional documents regarding the purpose of CCSS from the Hunt Institute. For more videos see Attachment A.

<http://www.hunt-institute.org/knowledge-library/articles/2010-4-22/understanding-common-core-state-standards-thomas-b-fordham-institute/>

### **Reflection:**

Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Two when educators have met three objectives:

1. All educators will be aware of the CCSS vision and will be familiar with the CCSS documents.
  2. All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready.
  3. Educators will identify the student behaviors of learners that are college and career ready.
- Educators may need to return to actions in Phase One to clarify understandings about the standards, to revisit the learning progressions and/or to evaluate the progress of students in developing the practices and capacities.

### **Parents and Community:**

A school may use the resources/preferences listed above to design informational meetings for parents and community. It is important for parents and community members to understand the vision for CCSS and where information can be located. Please guide parents and community to the ADE Common Core website. <http://www.commoncorearkansas.org/>

**Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the ELA and mathematics standards**

Beyond a close reading, the CCSS will require intensive, sustained professional development initiatives at the district and school levels during the next several years in order to effectively implement the instructional shifts in the CCSS. There is new learning for all educators implicit in the concepts contained in the standards. The Arkansas Department of Education, together with a group of our professional development partners, has defined priorities for going deeper into the instructional shifts implicit in the CCSS for ELA and Mathematics. All Arkansas educators must be thoughtfully engaged in the ongoing professional learning necessary to improve the learning of all students in the 21<sup>st</sup> century.

**Phase Two Recommendations for Professional Development**

1. Educators will identify significant instructional shifts in ELA and mathematics. (References A-C)
2. Educators will identify and participate in targeted, professional learning needed to implement CCSS. (Reference D)

**References/Resources:**

**These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.**

- A. Educators will work in collaborative groups to study the PARCC Model Content Frameworks. Conversations in grade level and vertical teams should focus on the recommendations in the framework documents and the impact on student learning.
  - a. English Language Arts/Literacy Grades 3-11  
[http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy\\_Fall%202011%20Release.pdf](http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy_Fall%202011%20Release.pdf)  
Listen to the authors of the PARCC Model Content Frameworks for ELA - Literacy and view the PowerPoint. <http://www.parcconline.org/parcc-content-frameworks>
  - b. Mathematics Grades 3-11  
[http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics\\_Fall%202011%20Release.pdf](http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf)  
Listen to the authors of the PARCC Model Content Frameworks for Mathematics and view the PowerPoint. <http://www.parcconline.org/parcc-content-frameworks>

- B. Educators will work in collaborative groups to identify the significant instructional shifts in CCSS. A team of educators has identified instructional shifts for ELA and mathematics. Please see the attachments to study each instructional shift. Grade level teams and vertical teams should discuss the impact of these instructional shifts. Encourage teams to reference professional texts to learn more about each instructional shift.
- a. ELA – See Attachment B
  - b. Mathematics – See Attachment C
- C. Educators will work in collaborative groups to examine and discuss learning progressions. This requires a deeper analysis of the grade level standards and much conversation and reflection from educators. Common Core State Standard Institute #4 will address learning progressions. Date: May 10, 2012: See the website for more information. [www.arkansasideas.org/commoncore](http://www.arkansasideas.org/commoncore)
- a. ELA  
Heritage, M. (2008). *Learning progressions: Supporting instruction and formative assessment*. Washington, D.C.: The Council of Chief State School Officers. Despite familiarity with curricula and standards, many teachers have little understanding of how student learning progresses which affects their ability to formatively assess learning in the classroom. Heritage argues that explicit learning progressions—descriptions of how students move toward successfully more sophisticated levels of knowledge and understanding in specific subjects—can help provide teachers with the information they need to determine where student learning lies in relation to standards and what to do in order to move students toward desired outcomes. Heritage provides various definitions, examples, and methods for developing learning progressions, addressing the implications for instruction and formative assessment.  
[http://www.ccsso.org/Documents/2008/Learning\\_Progressions\\_Supporting\\_2008.pdf](http://www.ccsso.org/Documents/2008/Learning_Progressions_Supporting_2008.pdf)
  - b. Mathematics  
The Common Core Standards Writing Team. (2011, April 7). *Progressions for the Common Core State Standards in mathematics (draft): K-5, number and operations in base ten*. Authors of the Common Core State Standards (CCSS) along with other experts, are beginning to update and refine these learning progressions, descriptions of the steps through which the typical student's learning progresses from novice to expert understanding in a given topic, to serve as essential companions to the standards themselves. These two documents—"K-5, Number and Operations in Base Ten" and "6-8, Expressions and Equations"—are recently released drafts of these revised progressions which lay out a pathway for student learning.  
[http://commoncoretools.files.wordpress.com/2011/04/ccss\\_progression\\_nbt\\_2011\\_04\\_073.pdf](http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf)

The Common Core Standards Writing Team. (2011, April 22). *Progressions for the Common Core State Standards in mathematics (draft): 6-8, expressions and equations*. Authors of the Common Core State Standards (CCSS) along with other experts, are beginning to update and refine these learning progressions, descriptions of the steps through which the typical student's learning progresses from novice to expert understanding in a given topic, to serve as essential companions to the standards themselves. These two documents—"K-5, Number and Operations in Base Ten" and "6-8, Expressions and Equations"—are recently released drafts of these revised progressions which lay out a pathway for student learning. [http://commoncoretools.files.wordpress.com/2011/04/ccss\\_progression\\_ee\\_2011\\_04\\_25.pdf](http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_ee_2011_04_25.pdf)

Daro, P., Mosher, F., & Corcoran, T. (2011). *Learning trajectories in mathematics: A foundation for standards, curriculum, assessment, and instruction*. Consortium for Policy Research in Education. This report provides an introduction to work being done in the area of learning trajectories to improve mathematics instruction and guide the development of better curriculum and assessments. By focusing on the identification of significant and recognizable clusters of concepts and connections in students' thinking, the authors argue that learning trajectories offer a stronger basis than traditional "scope and sequence" approaches for describing the interim goals that students should meet if they are to achieve college and career readiness. In addition, trajectories provide reference points for designing both summative and formative assessments that offer more useful feedback for instruction than assessments that compare where students stand in comparison with their peers. The report includes background on the origins of this approach, implications for classroom practice, recommendations for next steps, and examples of learning trajectories. [http://www.cpre.org/ccii/images/stories/ccii\\_pdfs/learning%20trajectories%20in%20math\\_ccii%20report.pdf](http://www.cpre.org/ccii/images/stories/ccii_pdfs/learning%20trajectories%20in%20math_ccii%20report.pdf)

Hess, Karin K., (Ed.) December 2010. *Learning Progressions Frameworks Designed for Use with the Common Core State Standards in Mathematics K-12*. National Alternate Assessment Center at the University of Kentucky and the National Center for the Improvement of Educational Assessment, Dover, N.H. (updated- v.3) [http://www.nciea.org/publications/Math\\_LPF\\_KH11.1.pdf](http://www.nciea.org/publications/Math_LPF_KH11.1.pdf)

- D. Educators will work in collaborative groups to identify targeted, professional learning needed to implement CCSS. Educators will develop an individual professional development plan and collaborate with groups to develop a school professional development plan (to be included in the ACSIP). Professional development for specific learning may be done in job-embedded professional learning communities or in collaborative group settings.

Please remember to include all educators in the professional development plan (i.e. SPED, ELL, G/T, content, fine arts, etc...). Arkansas Department of Education in collaboration with education cooperatives and university STEM centers will provide targeted professional development in a variety of formats: face-to-face workshops with online support, blended online with face-to-face collaboration, and facilitated online courses. See the attachments for the complete listing of available targeted, professional development available from ADE and partners.

- a. ELA – See Attachment D
- b. Mathematics - See Attachment E

**For further study:**

Examine all of the resources in Step 3 of *What Every Arkansas Educator Needs to Know About Common Core State Standards*.

[http://arkansased.org/educators/pdf/curriculum/ccss\\_resource\\_062111.pdf](http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf)

**Reflection:**

Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Three when educators have met two objectives:

1. Educators will identify significant instructional shifts in ELA and mathematics.
  2. Educators will identify and participate in targeted, professional learning needed to implement CCSS.
- Educators may need to return to actions in Phase Two to evaluate or clarify understandings about the learning progressions and/or to evaluate how the professional development has supported improvements in professional learning as evidence by student learning.

**Parents and Community:**

A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the commitment for continued professional learning and the impact for student learning. The National PTA website has many tools that may enhance your collaboration with parents and community. <http://www.pta.org/4034.htm>

**Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students**

A deep understanding of the CCSS is essential to educators as they begin to analyze curriculum, instructional practices and assessment. During the next few years, educators will need to plan to utilize data to review and revise curriculum, instructional practices, and assessments to better support student learners to meeting the goal of college and career readiness. This job-embedded professional development involves grade-level groups and vertical teams utilizing data to make decisions.

**Phase Three Recommendations for Professional Development**

1. All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards. (Reference A)
2. All educators will access the full range of assessment strategies to ensure success for all students. (Reference B)

**References/Resources:**

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

- A. Educators will work in collaborative teams to develop and adopt curriculum that is aligned to the Common Core State Standards. Educators should examine instructional materials (current and potential purchases) for alignment to the rigorous standards of CCSS. The work of curriculum design and instructional materials selection should follow a process of instruction (based on the curriculum), gathering data on student progress, professional teams reflecting on the process and progress, making adjustments and needed revisions to curriculum, instruction and assessment, and repeating this process. A transition plan will be needed as grade spans begin the implementation of CCSS to ensure that all students receive grade level instruction as required by CCSS.

a. ELA

Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2 by David Coleman and Susan Pimentel.

[http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_K-2.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf)



Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12 by David Coleman and Susan Pimentel.

[http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_3-12.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf)

English Language Arts Instructional Resource Analysis Tool for the Common Core State Standards  
[www.arkansasideas.org/commoncore](http://www.arkansasideas.org/commoncore)

b. Math

Curriculum Analysis Tool developed by Bill Bush. This tool can be downloaded from  
[www.commoncoretools.wordpress.com](http://www.commoncoretools.wordpress.com) by scrolling down to Curriculum Analysis Tool.

Two-Tiered Approach to Analyzing Mathematics Instructional Resource Materials  
[www.arkansasideas.org/commoncore](http://www.arkansasideas.org/commoncore)

B. Educators will develop an assessment system that is aligned to the Common Core State Standards. Considerable focus should be given to formative assessment. Collaborative teams of educators will meet in professional learning communities to examine student work and provide feedback regarding the curriculum, instructional practices, and assessment system.

a. Heritage, M. (2007). *Formative Assessment Model*. Assessment and Accountability Center (AACCC)/National Center for Research on Evaluation, Standards and Student.

[http://www.nycomprehensivecenter.org/docs/form\\_assess/ModelofformativeAssessment.pdf](http://www.nycomprehensivecenter.org/docs/form_assess/ModelofformativeAssessment.pdf)

b. Wylie, E.C. (2008). *Formative Assessment: Examples of Practice*. Washington, D.C.: The Council of Chief State School Officers. [http://www.ccsso.org/Documents/2008/Formative\\_Assessment\\_Examples\\_2008.pdf](http://www.ccsso.org/Documents/2008/Formative_Assessment_Examples_2008.pdf)

c. McManus, S. (2008). *Attributes of Effective Formative Assessment*. Washington, D.C.: The Council of Chief State School Officers. [http://ccsso.org/Documents/2008/Attributes\\_of\\_Effective\\_2008.pdf](http://ccsso.org/Documents/2008/Attributes_of_Effective_2008.pdf)

d. Heritage, M. (2008). What is Formative Assessment and Where Does it Fit in the Big Picture? PowerPoint presentation.

[http://researchtoactionforum.org/resources/resources\\_pdfs/by\\_topic/Margaret-Heritage-PPT.pdf](http://researchtoactionforum.org/resources/resources_pdfs/by_topic/Margaret-Heritage-PPT.pdf)

**For further study:**

Examine all of the resources in the Introduction and Steps 4-5 of *What Every Arkansas Educator Needs to Know About Common Core State Standards*.

[http://arkansased.org/educators/pdf/curriculum/ccss\\_resource\\_062111.pdf](http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf)

**Reflection:**

Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Four when educators have met two objectives:

1. All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards.
  2. All educators will access the full range of assessment strategies to ensure success for all students.
- Educators will need to return to actions in Phase Three to review and evaluate curriculum, instruction and assessment.

**Parents and Community:**

The Parent's Guide to Success provides suggestions for supporting the implementation of CCSS.

<http://www.pta.org/4446.htm>

A webinar about the Parent's Guide to Success is accessible on the right side of the webpage, under the header Webinar Information. <http://www.pta.org/4446.htm>

## **Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.**

To maximize all resources (human and capital) educators will need to examine all aspects of the learning system and determine what should be sustained, revised, or deleted. Throughout this phase, educators will need to discuss, learn, and search for information. On-going work will be done in this phase.

### **Phase Four Recommendations for Professional Development**

1. Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Strategic plans will be updated to reflect learning. (References A-B)

### **References/Resources:**

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

- A. Educators will analyze new supporting documents and make adjustments to curriculum, instruction, and assessment as needed. The PARCC consortium plans to post future documents on their website <http://www.parcconline.org/classroom> such as:
  - a. [Content Frameworks](#)
  - b. [Sample Instructional Units](#)
  - c. [Sample Assessment Tasks](#)
  - d. [Text Complexity Tool](#)
  - e. [Educator Cadres](#)
  - f. [Professional Development Assessment Modules](#)
  - g. [College-Ready Tools](#)
- B. Educators will work collaboratively to collect and analyze data, reflect on the progress of meeting the goals of CCSS, and make needed revisions to the school's strategic plan. Educators may use tools such as:
  - a. Standard Assessment Inventory (SAI) - The Arkansas Department of Education provides access for every Arkansas district and school to Learning Forward's Standard Assessment Inventory (SAI). <http://www.sai-learningforward.org/> Tokens for taking and reviewing the survey are available by contacting the Teacher

Center Coordinator at your local education cooperative. The Fall 2011 token for state viewing is KUCCR. Tokens are updated each semester.

- b. Classroom Walk-through (CWT) –The Arkansas Department of Education provides access for every Arkansas district and school to utilize Teachscape's online CWT data collection and reporting system. The Arkansas CWT Standard Survey is available to all districts and schools. Contact your local education cooperative if you are interested in CWT training. Districts may customize a survey by contacting [Deborah.Coffman@arkansas.gov](mailto:Deborah.Coffman@arkansas.gov)

Learn more about CWT on Arkansas IDEAS:

Teachscape's Classroom Walkthrough (CWT) 3.0 offers both a process and a technology to help instructional leaders promote, support, and sustain data-informed instructional improvement and higher student achievement. The Classroom Walkthrough process provides a framework for the walk and for the reflective discussions, data analysis, action planning, and progress monitoring that follows. Teachscape's Classroom Walkthrough technology provides instructional leaders with an easy-to-use data collection, reporting, and analysis system, which tracks improvement relative to research-based indicators. Additionally, there are multiple online modules to support the implementation and understanding of the CWT process. <http://lms-1.aetn.org/?redir=course&id=1001380>

**For further study:**

Examine all of the resources in Step 6 of *What Every Arkansas Educator Needs to Know About Common Core State Standards*.

[http://arkansased.org/educators/pdf/curriculum/ccss\\_resource\\_062111.pdf](http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf)

**Reflection:**

A school will move back and forth through the four phases as educators encounter new professional learning and/or reflect on student learning. These phases are meant to be a process for considering professional learning that promotes the full implementation of the Common Core State Standards. Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS.

**Parents and Community:**

Educators will need to continue to communicate their CCSS plan to parents and community. Be sure to post information on your school website. Encourage parents and community to participate in collaborative committees in support of the school's strategic plan.

## **SUMMARY of Recommendations:**

### **Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states**

- All educators will be aware of the CCSS vision and will be familiar with the CCSS documents.
- All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready.
- Educators will identify the student behaviors of learners that are college and career ready.

### **Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards**

- Educators will identify significant instructional shifts in ELA and mathematics.
- Educators will identify and participate in targeted, professional learning needed to implement CCSS.

### **Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students**

- All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards.
- All educators will access the full range of assessment strategies to ensure success for all students.

### **Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.**

- Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Strategic plans will be updated to reflect learning.

## Attachment A: A list of Hunt Institute Videos

### Hunt's Institute Videos

These vignettes were developed to help diverse groups – educators, policymakers, parents –better understand the breadth and depth of the Standards and how they will improve teaching, make classrooms better, create shared expectations, and cultivate lifelong learning for all students.

#### **Disclaimer**

This video series is meant to be a learning tool that, accompanied by the Standards themselves, will bring greater meaning and understanding to educators, policymakers, parents, and the public as a whole. Viewing these videos alone does not provide comprehensive understanding about the Standards and their benefits for states. The video vignettes are not intended to substitute for deep exploration and discussion of the Standards. They are not curricula, nor are they instructional materials. They are meant to illustrate, give context, and expand upon the Standards themselves—and should always be used in concert with supporting documents and their appendices.

<b>Title</b>	<b>Time</b>	<b>Writers</b>	<b>Short Description</b>	
<a href="#"><u>Common Core State Standards: A New Foundation for Student Success</u></a>	2:53	N/A	<ul style="list-style-type: none"> <li>• introductory segment</li> <li>• Standards, development</li> <li>• college-and-career ready students</li> </ul>	<p>Animated</p> <p>History of</p> <p>Promise of</p>
<a href="#"><u>The English Language Arts Standards: What They Are and Who Developed Them</u></a>	8:00	David Coleman Susan Pimentel	<ul style="list-style-type: none"> <li>• description of development process</li> <li>• discussion of ELA standards</li> <li>• principles of development</li> </ul>	<p>Detailed</p> <p>General</p> <p>Five</p>

<u>The English Language Arts Standards: Key Changes and their Evidence</u>	6:24	David Coleman Susan Pimentel	<ul style="list-style-type: none"> <li>• context of the need for change in ELA Standards</li> <li>• shifts from earlier standards: text complexity; analysis, inference and evidence; writing to sources; mastery of writing and speaking; academic vocabulary</li> <li>• Importance of academic vocabulary, especially for English Learners</li> </ul> <p style="text-align: right;">Historical Five critical</p>
<u>Writing to Inform and Make Arguments</u>	3:35	David Coleman Susan Pimentel	<ul style="list-style-type: none"> <li>• Required mastery of three kinds of writing</li> <li>• Analytical writing</li> <li>• Rendering complex information clearly</li> <li>• Student writing styles/multiple disciplines</li> </ul>
<u>The Balance of Informational and Literary Texts in K-5</u>	2:14	Susan Pimentel	<ul style="list-style-type: none"> <li>• Shift the balance to 50 percent informational texts and 50 percent literature in elementary grades</li> <li>• Importance of balance in preparing for later grades and non-literary texts</li> </ul>
<u>Literary Non-Fiction in Grades 6-12: Opening New Worlds for Teachers and Students</u>	1:33	Susan Pimentel	<ul style="list-style-type: none"> <li>• Expanded use of literary non-fiction in later grades</li> <li>• In-depth discussion about the value of teacher expertise in cultivating students' deeper understanding of complex and varied texts</li> </ul>
<u>Literary Non-Fiction in the Classroom: Opening New Worlds for Students</u>	2:27	David Coleman	<ul style="list-style-type: none"> <li>• Opportunities for students to delve more deeply into more varied texts, especially literary non-fiction</li> <li>• Addresses student engagement with many sources: e.g. the <i>Preamble to the Constitution</i>, Lincoln's <i>Gettysburg Address</i>, and King's <i>Letter from a Birmingham Jail</i>.</li> </ul>
<u>Literacy in Other Disciplines</u>	3:50	David Coleman	<ul style="list-style-type: none"> <li>• How ELA Standards apply – and require mastery – across several disciplines (History/Social Studies, Science, and Technical Subjects)</li> <li>• In-depth discussion of Madison and <i>Federalist Paper 51</i></li> </ul>
<u>Text-Dependent</u>	10:20	David	<ul style="list-style-type: none"> <li>• In-depth analysis and discussion of Dr. King's Letter from a Birmingham Jail</li> </ul>

<p><u>Analysis in Action: Examples from Dr. Martin Luther King, Jr.'s Letter from a Birmingham Jail</u></p>		Coleman	<ul style="list-style-type: none"> <li>• Explanation of the cognitive requirements of the Standards</li> <li>• Examples drawn from specific, well-argued paragraphs</li> </ul>
<p><u>Conventions of Standard English Writing and Speaking</u></p>	1:44	Susan Pimentel	<ul style="list-style-type: none"> <li>• Asserts the importance of good grammar</li> <li>• Applying complex conventions to writing and speaking as grade levels increase</li> <li>• Discussion of formal and informal communications</li> </ul>
<p><u>Speaking and Listening: The Key Role of Evidence</u></p>	2:24	Susan Pimentel	<ul style="list-style-type: none"> <li>• Standards for speaking and listening</li> <li>• Focus on collaboration in multiple settings in work or college</li> <li>• Preparation, respect, and problem-solving in formal and informal situations</li> </ul>
<p><u>The Crucial Role of Higher Education and Business in Developing the Standards</u></p>	1:42	David Coleman	<ul style="list-style-type: none"> <li>• Outline of the range of higher education professors and practitioners who were involved</li> <li>• Articulation of business leader involvement</li> </ul>
<p><u>The Mathematics Standards: How They Were Developed and Who Was Involved</u></p>	8:11	William McCallum Jason Zimba	<ul style="list-style-type: none"> <li>• General discussion of mathematics standards</li> <li>• Aspirations for mathematics instruction at higher levels</li> <li>• Greater mastery through focus and coherence</li> <li>• Review of groups involved</li> <li>• General discussion of mathematics progressions</li> <li>• What is and is not included at the elementary level</li> <li>• What happens at middle school</li> <li>• Discussion of migration away from strands and into domains of mathematics</li> </ul>
<p><u>The Mathematics Standards: Key Changes and Their Evidence</u></p>	4:36	William McCallum	<ul style="list-style-type: none"> <li>• General discussion of mathematics standards and goals</li> <li>• Description of domains and increased focus and coherence</li> <li>• Discussion of domains' discrete life spans</li> <li>• General description of the differences for high school mathematics, including real</li> </ul>



			world applications and modeling
<a href="#"><u>The Importance of Coherence in Mathematics</u></a>	4:37	William McCallum	<ul style="list-style-type: none"> <li>• In-depth description of coherence in mathematics, with examples</li> <li>• Need for mathematics domains to fit together for college and career preparation</li> <li>• Flows of the domains in mathematics; moving into a unified whole</li> <li>• Algebra as an example</li> </ul>
<a href="#"><u>The Importance of Focus in Mathematics</u></a>	2:42	Jason Zimba	<ul style="list-style-type: none"> <li>• First-year college remediation challenges</li> <li>• Mismatch between higher education and K-12 – more mastery of fewer topics vs. covering more</li> <li>• Focus as it relates to teachers' needs to build a solid foundation in early grades</li> <li>• Solid early foundation enabling greater success later</li> </ul>
<a href="#"><u>The Importance of Mathematical Practices</u></a>	4:02	William McCallum Jason Zimba	<ul style="list-style-type: none"> <li>• Standards for Mathematical practice –processes and proficiencies</li> <li>• Habits of mind of the mathematically proficient student</li> <li>• Description of modeling: applying mathematics outside the math classroom</li> <li>• Using mathematics tools in flexible, sophisticated, and relevant ways across disciplines</li> <li>• Technology, structure, and generalization</li> </ul>
<a href="#"><u>Mathematical Practices, Focus and Coherence in the Classroom</u></a>	1:13	Jason Zimba	<ul style="list-style-type: none"> <li>• Habits of mind</li> <li>• Coherence and focus</li> <li>• Implications for the classroom</li> </ul>
<a href="#"><u>Whole Numbers to Fractions in Grades 3-6</u></a>	1:57	William McCallum	<ul style="list-style-type: none"> <li>• Detailed description of the progression from adding and multiplying whole numbers into working with fractions</li> </ul>
<a href="#"><u>Operations and Algebraic Thinking</u></a>	1:52	Jason Zimba	<ul style="list-style-type: none"> <li>• Detailed description of the three domains of numbers and operations (Operations and Algebraic Thinking; Number and Operations in Base Ten; and Numbers and Operations–Fractions)</li> </ul>

			<ul style="list-style-type: none"> <li>• Arithmetic as a rehearsal for Algebra</li> </ul>
<u>High School Math Courses</u>	2:49	William McCallum	<ul style="list-style-type: none"> <li>• Careful, prescribed sequence of mathematics that builds skills and mastery for elementary and middle school</li> <li>• Explanation of two reasons for a different approach to high school</li> <li>• How mathematics is better connected and cohesive at high school levels</li> <li>• Modeling and probability/statistics in all math subjects</li> </ul>
<u>The Importance of Mathematical Progressions</u>	2:02	William McCallum	<ul style="list-style-type: none"> <li>• Progressions, with examples</li> <li>• Design of math progressions and how they play out in domains over grade spans</li> <li>• Connecting topics logically and sequentially</li> </ul>
<u>Mathematical Progressions - From the Student Perspective</u>	3:08	Jason Zimba	<ul style="list-style-type: none"> <li>• Student-centered discussion of the progressions in domains from one grade to another</li> </ul>
<u>Gathering Momentum for Algebra</u>	2:08	William McCallum	<ul style="list-style-type: none"> <li>• Description of “Algebra Wall” – a challenge for many students under previous standards</li> <li>• Ramp building from kindergarten to Algebra in all domains</li> </ul>
<u>Mathematical Fluency: A Balanced Approach</u>	1:56	William McCallum Jason Zimba	<ul style="list-style-type: none"> <li>• Balance between procedural fluency and conceptual understanding, with examples</li> <li>• Building on required fluencies</li> </ul>
<u>Ratio and Proportion in Grades 6-8: Connections to College and Career Skills</u>	1:01	Jason Zimba	<ul style="list-style-type: none"> <li>• Ratio and proportion—connections in elementary and middle grades and real world application</li> <li>• Foundations for high school mathematics</li> </ul>
<u>The Mathematics Standards and the</u>	1:14	Jason Zimba	<ul style="list-style-type: none"> <li>• discussion of math standards</li> </ul>
			General

<u>Shifts They Require</u>			<ul style="list-style-type: none"> <li>• for higher math performance</li> <li>• cohesiveness</li> <li>• goals of focus and coherence</li> </ul> <p>Aspirations</p> <p>Links and Meeting</p>
<u>Helping Teachers: Coherence and Focus</u>	1:39	William McCallum	<ul style="list-style-type: none"> <li>• teachers in drafting math standards <ul style="list-style-type: none"> <li>• — seeing forward and backward</li> <li>• doing fewer things more deeply</li> <li>• help teachers</li> <li>• highlighted</li> </ul> </li> </ul> <p>Role of Coherence</p> <p>Focus—</p> <p>Details that Fractions</p>
<u>Shifts in Math Practice: The Balance Between Skills and Understanding</u>	1:02	William McCallum	<ul style="list-style-type: none"> <li>• discussion</li> <li>• expectations</li> <li>• between skills and understanding</li> <li>• cognitive demand</li> <li>• for teachers to go more deeply with their students</li> <li>• students to not only “do” the math, but “use” the math</li> </ul> <p>General</p> <p>Clear</p> <p>Balance</p> <p>Higher</p> <p>More time</p> <p>Preparing</p>

## Big Shifts in Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<p><b>Appropriately Complex Texts</b> Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10</p>	<p>Students will engage in reading texts of increasing complexity, including texts that will stretch their reading abilities.  Note: Text complexity takes into consideration quantitative and qualitative measures as well as reader and task considerations.</p>	<p><b>Common Core State Standards</b> Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. <i>(Common Core State Standards, page 8)</i></p> <p>In <i>Common Core State Standards</i>, see also: <i>Appendix A</i>, pages 2-16 <i>Appendix B</i> (Text Exemplars)</p> <p><b>Publishers’ Criteria</b> All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level complex text as required by the Standards. <i>(Publisher’s Criteria K-2, page 4; Publisher’s Criteria 3-12, page 3)</i></p>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<p><b>Increased Reading of Informational Texts</b> Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10</p>	<p>Students will read informational texts to gain deeper understanding of a topic, idea, or event. Throughout the school day, students at grades K-5 should read a balance of 50% literature and 50% informational texts. Throughout the school day, the majority of texts read by students in grades 6-12 should be informational texts. By grade</p>	<p>Characteristics of Complex Text</p> <ul style="list-style-type: none"> <li>• Contains sophisticated academic vocabulary</li> <li>• Supports rich dialogue</li> <li>• Enables complex tasks</li> <li>• Provides a source for deep thinking</li> <li>• Builds conceptual and world knowledge</li> </ul> <p>(<i>Publisher's Criteria K-2</i>, pages 2-3; <i>Publisher's Criteria 3-12</i>, pages 3-5)</p> <p><b>Model Content Frameworks</b> Complex text is typified by a combination of longer sentences, a higher proportion of less-frequent words, and a greater number and variety of words with multiple meanings. In higher grade-levels, complex text involves higher levels of abstraction, more subtle and multidimensional purposes, and a wider variety of writing styles — all of which place greater demands on working memory. (<i>Model Content Frameworks</i>, page 8)</p> <p><b>Common Core State Standards</b> The Standards require a balance between the reading of literature and the reading of informational texts including texts in history/social studies, science, and technical subjects. (<i>Common Core State Standards</i>, page 5)</p> <p>In <i>Common Core State Standards</i>, see also the <i>Introduction</i>, page 5 for distribution of reading informational texts at the grade-levels based on NAEP. <i>Appendix B</i> of the <i>Common Core State Standards</i> provides</p>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	<p>12, at least 70% of texts students read should be informational texts.</p> <p>Fulfilling the Standards for grades 6-12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In all disciplines, the majority of informational texts read by students should be viewed as arguments.</p>	<p>several examples of high-quality literary nonfiction.</p> <p><b>Publishers' Criteria, K-2</b></p> <p>In kindergarten–grade 2, the most notable shifts in the standards when compared to state standards include a focus on reading informational text and building coherent knowledge within and across grades. (<i>Publishers' Criteria, K-2, page 1</i>)</p> <p>In addition, to develop reading comprehension and vocabulary for all readers, the selected informational texts should build a coherent body of knowledge within and across grades. (The sample series of texts regarding “The Human Body” provided on page 33 of the <i>Common Core State Standards</i> offers an example of selecting texts to build knowledge coherently within and across grades.) (<i>Publishers' Criteria, K-2, page 4</i>)</p> <p><b>Publishers' Criteria, 3-12</b></p> <p>The standards emphasize arguments (such as those in the foundational documents of the United States) and other literary nonfiction that is built on informational text structures rather than literary nonfiction that is structured as stories (such as memoirs or biographies). (<i>Publishers' Criteria, 3-12, page 5</i>)</p> <p><b>Model Content Frameworks</b></p> <p>In elementary grades, there is a 50/50 balance of literature and nonfiction texts, whereas in high school, informational texts are to be more prominently featured. (<i>Model Content Frameworks, page 7</i>)</p>

<b>Shifts in Instruction</b>	<b>Student Learning Behaviors Aligned to CCSS</b>	<b>Supporting Documentation</b>
<p><b>Content Area Literacy</b> Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.CCR.10</p>	<p>To build content knowledge, students will read and comprehend texts in all content areas. In addition to closely reading texts, students will demonstrate evidence of content mastery through writing about what they have read as well as engaging in rich conversations and/or making presentations about what they have learned from a close analytic reading of a text.</p> <p>At grades 6-12, students should progress toward college and career readiness when reading in all disciplines. This requires students to develop an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts.</p> <p>Furthermore, students at grades 6-12 should progress toward college and career readiness when writing in all disciplines. This requires students to develop the ability to respond to texts,</p>	<p><b>Common Core State Standards</b></p> <p>In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that the Reading Standards are meant to complement the specific content demands of the disciplines, not replace them. (<i>Common Core State Standards</i>, page 60)</p> <p>For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. (<i>Common Core State Standards</i>, page 63)</p> <p><b>Publishers' Criteria, 3-12</b></p> <p>Students will integrate information drawn from charts, graphs, other formats, and media with information derived from texts. (<i>Publishers' Criteria, 3-12</i>, page 14)</p> <p>Focusing on extended texts, students will develop the stamina</p>

<b>Shifts in Instruction</b>	<b>Student Learning Behaviors Aligned to CCSS</b>	<b>Supporting Documentation</b>
	<p>using the norms, conventions, and vocabulary of the discipline; synthesize information from multiple sources; and support claims with relevant and sufficient evidence when writing an argument.</p>	<p>and persistence needed to read and extract knowledge and insight from larger volumes of materials. (<i>Publishers' Criteria, 3-12, page 14</i>)</p> <p>Students explain evidence drawn from the text orally and in writing. (<i>Publishers' Criteria, 3-12, page 15</i>)</p> <p>As in the ELA Reading Standards, the large majority of the Literacy Standards for History/Social Studies, Science, and Technical Subjects require that aligned curricula include high-quality questions and tasks that are text dependent. Such questions should encourage students to “read like a detective” by prompting relevant and central inquiries into the meaning of the source material that can be answered only through close attention to the text. ... Materials should design opportunities for close reading of selected passages from extended or longer texts and create a series of questions that demonstrate how close attention to those passages allows students to gather evidence and knowledge from the text. This text-dependent approach can and should be applied to building knowledge from the comparison and synthesis of multiple sources in science and history. (<i>Publishers' Criteria, 3-12, page 15</i>)</p> <p>For additional guidance in Content Area Literacy (text complexity, range and quality of texts, text-dependent questions and tasks, academic and domain-specific vocabulary, writing to sources and research), see also</p>



Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<p><b>Close Reading</b> All College and Career Readiness Anchor Standards for Reading R.CCR.1-10.</p>	<p>Students will engage directly with a text of sufficient complexity by reading and rereading the text to draw meaning from it (e.g., understanding complex structures and language, drawing conclusions or making inferences about topics, main ideas, themes, characters, plot).</p> <p>For younger students or those needing additional help, the first reading of a text may be done by the teacher. Scaffolding may be required during and after each read to help students</p>	<p><i>Publishers' Criteria</i>, pages 13-17.</p> <p><b>Model Content Frameworks</b> Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a <i>shared responsibility</i> within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. Accordingly, educators in all disciplines bear some responsibility for ensuring the literacy of the students in their classes. <i>(Model Content Frameworks, page 11)</i></p> <p><b>Common Core State Standards</b> The <i>Common Core State Standards</i> (CCSS) document states that students must acquire the habits of reading independently and closely, which are essential to their future success. Close reading is fundamental for interpreting text. "Reading closely" means developing a deep understanding and a precise interpretation of a text that is based first and foremost on the words themselves. But a close reading does not stop there; rather, it embraces larger themes and ideas evoked and/or implied by the passage itself.</p> <p>Students learn strategies for close reading such as:</p> <ul style="list-style-type: none"> <li>• Understanding your purpose in reading</li> </ul>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	<p>understand complex ideas and structures presented within the text.</p>	<ul style="list-style-type: none"> <li>• Understanding the author's purpose in writing</li> <li>• Seeing ideas in a text as being interconnected</li> <li>• Looking for and understanding systems of meaning</li> <li>• Engaging a text while reading</li> <li>• Getting beyond impressionist reading</li> <li>• Formulating questions and seeking answers to those questions while reading</li> </ul> <p>(<i>Common Core State Standards</i>, page 7)</p> <p><b><u>Publishers' Criteria, K-2</u></b></p> <p>Students understand that thinking and reading occur simultaneously. As students apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, productive connections and comparisons across texts and ideas should bring students back to careful reading of specific texts.</p> <p>(<i>Publishers' Criteria, K-2</i>, page 5)</p> <p>Students should glean the information they need from multiple readings of a text.</p> <p>(<i>Publishers' Criteria, K-2</i>, page 6)</p> <p><b><u>Publishers' Criteria, 3-12</u></b></p> <p>Students must grapple with a range of works that span many genres, cultures, and eras and model this kind of thinking and writing in their own work.</p> <p>(<i>Publishers' Criteria, 3-12</i>, page 5)</p> <p><b><u>Model Content Frameworks</u></b></p> <p>Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining its meaning</p>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<p><b>Text-dependent Questions</b> All College and Career Readiness Anchor Standards for Reading. R.CCR.1-10.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. W.CCR.9</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,</p>	<p>Students will respond, orally and through writing, to questions about a text in which the answers are found within the text and not based on prior knowledge.</p> <p>In response to high-quality, text-dependent questions, students will analyze key ideas and details of a text as well as its craft and structure. Based on information within the text, students will make inferences and draw conclusions from the text and support inferences and conclusions with textual evidence.</p> <p>Students should also write responses to text-dependent questions that ask students to analyze more than one text</p>	<p>thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. Close, analytic reading entails the careful gathering of observations about a text and careful consideration about what those observations taken together add up to — from the smallest linguistic matters to larger issues of overall understanding and judgment. (<i>Model Content Frameworks</i>, page 6)</p> <p><b>Common Core State Standards</b> Students cite specific evidence when offering an oral or written interpretation of a text. (<i>Common Core State Standards</i>, page 5)</p> <p>Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. (<i>Common Core State Standards</i>, page 8)</p> <p><b>Publishers’ Criteria, K-2</b> Curricula should focus classroom time on practicing reading, writing, speaking, and listening with high-quality text and text-dependent questions and omit that which would otherwise distract from achieving those goals. (<i>Publishers’ Criteria, K-2</i>, page 5)</p>

<b>Shifts in Instruction</b>	<b>Student Learning Behaviors Aligned to CCSS</b>	<b>Supporting Documentation</b>
<p>development, and style are appropriate to task, purpose, and audience. SL.CCR.4</p>	<p>and to make comparisons, make inferences, and/or draw conclusions based on textual evidence both within and across texts.</p> <p>To meet the rigor of the Common Core State Standards, at least 80%-90% of questions about a text should be text dependent.</p>	<p>Text-dependent questions do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Materials should be sparing in offering activities that are not text dependent. Student background knowledge and experiences can illuminate the reading but should not replace attention to the text itself. Questions and tasks should require thinking about the text carefully and finding evidence in the text itself to support the response. Discussion tasks, activities, questions, and writings following readings should draw on a full range of insights and knowledge contained in the text in terms of both content and language. <i>(Publishers' Criteria, K-2, page 5)</i></p> <p><b><u>Publishers' Criteria, 3-12</u></b> A significant percentage of tasks and questions are text dependent. The standards strongly focus on students gathering evidence, knowledge, and insight from what they read and therefore require that a majority of the questions and tasks that students ask and respond to be based on the text under consideration. Rigorous text-dependent questions require students to demonstrate that they not only can follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. <i>(Publishers' Criteria, 3-12, page 6)</i></p> <p>Text-dependent questions do not require information or evidence from outside the text or texts; they establish what</p>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		<p>follows and what does not follow from the text itself. Materials should be sparing in offering activities that are not text dependent. Eighty to 90 percent of the Reading Standards in each grade require text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions. When examining a complex text in depth, tasks should require careful scrutiny of the text and specific references to evidence from the text itself to support responses. A text-dependent approach can and should be applied to building knowledge from multiple sources as well as making connections among texts and learned material, according to the principle that each source be read and understood carefully.</p> <p><i>(Publishers' Criteria, 3-12, page 6)</i></p> <p>High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact. The sequence of questions should cultivate student mastery of the specific ideas and illuminating particulars of the text. High-quality text-dependent questions will often move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text. Questions aligned with Common Core State Standards should demand attention to the text to answer fully. An effective set of discussion questions might begin with relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Good questions will</p>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		<p>often linger over specific phrases and sentences to ensure careful comprehension and also promote deep thinking and substantive analysis of the text. Effective question sequences will build on each other to ensure that students learn to stay focused on the text so they can learn fully from it. Even when dealing with larger volumes of text, questions should be designed to stimulate student attention to gaining specific knowledge and insight from each source. <i>(Publishers' Criteria, 3-12, page 7)</i></p> <p><b><u>Model Content Frameworks</u></b></p> <p>The Model Content Frameworks are organized with the expectation that students will respond to high-quality, text-dependent prompts about what they have read by framing a debate or informing the reader about what they have learned through writing. Rigorous, text-dependent questions require students to demonstrate that they can follow the details of what is explicitly stated and make valid claims and inferences that square with the evidence in the text. <i>(Model Content Frameworks, page 8)</i></p> <p>Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content and to develop needed proficiencies in analysis.</p>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<p><b>Academic Vocabulary</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.CCR.6</p>	<p>Students will study and acquire general academic vocabulary (Tier Two words) to read and comprehend complex texts in all content areas, and they will demonstrate mastery by using general academic vocabulary when writing and speaking.</p> <p>To build content knowledge in all disciplines, students will also study and acquire domain-specific vocabulary (Tier Three words) through reading complex texts in the disciplines and will demonstrate mastery when writing and speaking about the content.</p> <p>Note: General academic vocabulary is frequently encountered in complex written texts and is particularly powerful because of the wide applicability to many types of reading. Teachers thus need to be alert to the presence of general academic vocabulary and determine which words need careful attention.</p>	<p>(<i>Model Content Frameworks</i>, pages 14–15)</p> <p><b>Common Core State Standards</b> The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. (<i>Common Core State Standards</i>, page 8)</p> <p>Tier Two words (what the Standards refer to as <i>general academic</i> words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as <i>relative</i>, <i>vary</i>, <i>formulate</i>, <i>specificity</i>, and <i>accumulate</i>), technical texts (<i>calibrate</i>, <i>itemize</i>, <i>periphery</i>), and literary texts (<i>misfortune</i>, <i>dignified</i>, <i>faltered</i>, <i>unabashedly</i>). Tier Two words often represent subtle or precise ways to say relatively simple things—<i>saunter</i> instead of <i>walk</i>, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.</p> <p>Tier Three words (what the Standards refer to as <i>domain-specific</i> words) are specific to a domain or field of study (<i>lava</i>, <i>carburetor</i>, <i>legislature</i>, <i>circumference</i>, <i>aorta</i>) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded</p>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<p><b>Argumentative Writing</b> Write arguments to support claims with clear reasons and relevant evidence. W.6-12.1</p>	<p>To develop the ability to write arguments, students at all levels will write about topics or texts upon which there are differing views. The balance of student writing which is argumentative increases as students progress through the grades:</p>	<p>(e.g., made a part of a glossary). (<i>Common Core State Standards, Appendix A, page 33</i>)</p> <p><b>Publishers' Criteria</b> Of particular importance is building students' academic vocabulary or Tier Two words. Informational texts that carefully sequence content within a domain will greatly support the development of these words while building student knowledge. (<i>Publishers' Criteria, K-2, page 3; Publishers' Criteria, 3-12, pages 10, 17</i>)</p> <p><b>Model Content Frameworks</b> By focusing on academic vocabulary, students will build fluency, improve reading comprehension, and be more prepared to access a wide range of complex texts. (<i>Model Content Frameworks, page 9</i>)</p> <p>Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking. (<i>Model Content Frameworks, page 80</i>)</p> <p><b>Common Core State Standards</b> In English Language Arts, students make claims about the worth or meaning of a literary work or works. When writing about a text, students defend their interpretations or judgments with evidence from the text(s). In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and students argue for a historically or</p>



Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	<p>At grades K-5, students will write opinions about topics or texts.</p> <p>By grades 3-5, it is recommended that 65% of student writing be analytical (opinion or informative/explanatory). Of that, at least 30% should be writing opinions.</p> <p>At grades 6-12, students will write arguments in which they make claims about topics or texts and support those claims with reasons and evidence. As student progress through the grades, they should be able to write well-developed arguments in which they demonstrate a command of the argumentative structure and the ability to integrate other text types (informative and narrative) into the argument when appropriate.</p> <p>In grades 6-8, it is recommended that 70% of student writing be analytical (opinion or informative/explanatory). Of that, at least 35% should be writing opinions. In grades 9-12, it is recommended that 80% of student writing be analytical (opinion or informative/ explanatory). Of that, at least 40% should be writing opinions.</p>	<p>empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. (<i>Common Core State Standards</i>, page 23)</p> <p>In <i>Common Core State Standards</i>, see also the <i>Introduction</i>, page 5 for distribution of argumentative writing at the grade-levels based on National Assessment of Educational Progress (NAEP).</p> <p><b>Publishers' Criteria, 3-12</b></p> <p>The Common Core State Standards require that the balance of writing students are asked to do parallel the balance assessed on the National Assessment of Educational Progress (NAEP):</p> <ul style="list-style-type: none"> <li>• In elementary school, 30% of student writing should be to argue, 35% should be to explain/inform, and 35% should be narrative.</li> <li>• In middle school, 35% of student writing should be to write arguments, 35% should be to explain/inform, and 30% should be narrative.</li> <li>• In high school, 40% of student writing should be to write arguments, 40% should be to explain/inform, and 20% should be narrative.</li> </ul> <p>These forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely</p>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<p><b>Short and Sustained Research Projects</b></p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCR.W.7</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of</p>	<p>Note: A logical argument convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Common Core State Standards place emphasis on writing logical arguments.</p>	<p>on using information or evidence drawn from texts. <i>(Publishers' Criteria, 3-12, page 11)</i></p> <p><b>Model Content Framework</b></p> <p>While narrative writing is given prominence in early grades, as the grade-level increases, the Common Core State Standards (and therefore the Model Content Frameworks) shift the focus to writing arguments or informational pieces that analyze sources (including writing about research students have performed). <i>(Model Content Frameworks, page 7-8)</i></p> <p>For the amount of argumentative writing recommended at each grade-level (grades 3-11) in the <i>Model Content Frameworks</i>, see also grade-specific frameworks on pages 14, 23, 32, 41, 50, 59, 68, 78, 88.</p> <p><b>Common Core State Standards</b></p> <p>Students have to become adept at gathering information, evaluating sources, citing material accurately, and reporting findings from their research and analysis of sources in a clear and cogent manner. <i>(Common Core State Standards, pages 41, 63)</i></p> <p><b>Publishers' Criteria, 3-12</b></p> <p>Often in research and other contexts, several texts will be read to explore a topic. It is essential that such materials include a selected text or set of texts that can act as cornerstone or anchor texts that make careful study worthwhile. The anchor text or texts provide essential opportunities for students to spend the time and attention required for close reading and to demonstrate in-depth comprehension of a specific source or</p>
	<p>Several times a year, students should engage in both short and extended research about topics in order to gain deeper understanding about those topics. Students will synthesize information from a number of sources and present the information in a variety of formats. When appropriate, students are encouraged to use technology to present findings.</p> <p>Note: A sustained research project is an investigation intended to address a relatively expansive query using several sources over an extended period of time,</p>	

<b>Shifts in Instruction</b>	<b>Student Learning Behaviors Aligned to CCSS</b>	<b>Supporting Documentation</b>
<p>each source, and integrate the information while avoiding plagiarism. CCR.W.8</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. CCR.W.9</p>	<p>as in a few weeks of instructional time. A short research project is an investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time. (<i>Common Core State Standards, Glossary</i>, page 43)</p>	<p>sources. Additional research sources beyond the anchor texts enable students to demonstrate they can read widely as well as read a specific source in depth. (<i>Publishers' Criteria, 3-12</i>, page 6)</p> <p><b>Model Content Frameworks</b></p> <p>The Model Content Frameworks give special prominence to research tasks, reflecting the deep connection research has to building and integrating knowledge while developing expertise on various topics. When possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts. Through a progression of research tasks, students are called on to present their findings in a variety of modes in informal and formal contexts appropriate to the grade-level (e.g., through oral presentations, argumentative or explanatory compositions, or multimedia products). (<i>Model Content Frameworks</i>, page 8)</p> <p>For guidance on extended research projects at each grade-level (grades 3-11) in the <i>Model Content Frameworks</i>, see also grade-specific frameworks on pages 15, 24, 33, 42, 51, 60, 69, 79, 89.</p>

The above resources used for supporting documentation may be accessed online using the following links:

*Common Core State Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects*, [http://corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

*Common Core State Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects, Appendix A*, [http://corestandards.org/assets/Appendix\\_A.pdf](http://corestandards.org/assets/Appendix_A.pdf)

*Publishers' Criteria for English Language Arts and Literacy, Grades K-2,*  
[http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_K-2.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf)

*Publishers' Criteria for English Language Arts and Literacy, Grades 3-12,*  
[http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_3-12.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf)

*PARCC Model Content Frameworks for English Language Arts/Literacy, Grades 3-11,*  
[http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy\\_Fall%202011%20Release%20%28rev%29.pdf](http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy_Fall%202011%20Release%20%28rev%29.pdf)

## Attachment C: Mathematics Instructional Shifts

### The Big Shifts in Mathematics Content (K-8)

#### Kindergarten

The sentence from the Common Core State Standards for Mathematics (CCSSM) that points to the biggest shift for kindergarten teachers is that there are two critical areas of study: Number/Operations and geometric reasoning. The following quote from the CCSSM clearly indicates the focus for Kindergarten: “More learning time in kindergarten should be devoted to number than any other topic.” In order to devote this time, some things that were in the Arkansas Mathematics Frameworks for Kindergarten are not found in the CCSSM.

Although Counting and Cardinality are still part of Kindergarten there is a shift toward understanding the concept of “ten” as a unit with a real focus on understanding the number 11-19 as one group of ten and some toward the next group of ten. (K.NBT.1) This standard does not limit the teaching of number to 19. In fact, another standard (K.CC.1) requires that students “count to 100 by ones and tens.” While teaching students to count the concept of “ten” as a unit can continue to develop.

The other major shift is the expectation that students will understand addition and subtraction as actions related to situations. This is indicated in the description of Operations and Algebraic Thinking domain and clarified in “Table 1: Common addition and subtraction situations” found on page 88 of the CCSSM.

In geometry, students are expected to move beyond vocabulary and compare two- and three-dimensional shapes based on attributes of the shapes.

#### First Grade

In first grade, two of the four foci deal exclusively with number concepts. Thus as in Kindergarten, more of the instructional time in first grade will be spent on place value and addition and subtraction concepts than on other topics.

Student will not just learn how to add and subtract but to identify situations in which addition and subtraction are appropriate. These situations are summarized in “Table 1: Common addition and subtraction situations” found on page 88 of the CCSSM.

Another big shift in first grade is the intent to have students understand two-digit numbers and the use of the concept of “ten” as a unit to record, compare and compute with these numbers.

Perhaps the biggest shift for first grade teachers will be the expectation that student “understand and apply properties of operations and the relationship between addition and subtraction” as a way of making sense of number and operations. This is a way of thinking and generalizing ideas that later apply to larger and rational numbers. Under the Arkansas Frameworks, these ideas were not given special emphasis or specifically connected to number and operations.

Another shift is related to linear measurement. The foundation for critical understanding of linear measurement and the development of tools is established in first grade. Students are to make sense of the underpinnings of the principles of measure (identical units, iteration, transitivity and no gaps/overlaps) that lead to the development of measurement tools. Geometry is another shift for first grade. Students need to build an understanding of properties of shapes and their relationships to each other. While fractions are not addressed in number and operations, exploring and making sense of part-whole relationships through equal sharing experiences is embedded in the continued exploration of shape and form.

### **Second Grade**

As in first grade, two of the four foci for grade two deal exclusively with number concepts. This will require a significant increase in the amount of instructional time spent on these topics.

Certainly the expectation that “all” students can fluently add and subtract within 20 will produce a shift for teachers at this grade. Teachers will need to understand that fluency does not develop without understanding and appropriate practice. The research on how fluency develops needs to be communicated to teachers. This includes building an “understanding and applying properties of operations and the relationship between addition and subtraction” as a way of making sense of number and facts. This builds on the generalized thinking from first grade. If what researchers have found is implemented this shift will not take teacher back to ineffective timed drill.

Another significant shift for second grade teachers will help students explore and understand how grouping by tens extends to hundreds once ten groups of ten have been formed. The CCSSM intend that students not just see patterns in the way numbers are recorded, but understand the structure of the recording system and expansion of understanding and application properties of operations to 1000

i.e.  $16 \times 10 = (10 \times 10) + (6 \times 10)$  or  $50 \times 10 = 5 \times (10 \times 10)$  or

$1000 = (10 \times 10) \times 10 = 10 \times (10 \times 10)$

The biggest shift in number and operations for second grade is in the area of adding and subtracting within 100. The CCSSM clearly state that students use the “traditional” algorithm for addition and subtraction in grade *four*. Many teachers rely exclusively on the traditional algorithm for performing these operations but the CCSSM is very clear that in second grade students “fluently add and subtract within 100 using *strategies based on place value, properties of operations and the relationship between addition and subtraction.*” (2.NBT.5)

While not clearly defined, linear measurement brings a significant shift from Arkansas Frameworks. Students will develop an understanding for the need for standard units and **translate the underpinnings** from first grade **to the development of tools** for linear measurement (inches, feet, yards, centimeters and meters). Without making these connections, all will be for naught. Partial units for linear measurement are not included in second grade, but it is critical to note that after second grade, linear measurement does not appear again in the CCSS. There is an indirect route into fractions on a number line under Number and operations – Fractions in 3<sup>rd</sup> grade. If students are to learn linear measurement, districts will need to decide who is truly responsible for this learning. One of the questions facing districts will be: Does second grade take the full

accountability for developing the linear measurement with understanding (including partial units) or pass the completion of the ideas to third grade?

### **Third Grade**

As in first and second grade, two of the four foci for grade three deal exclusively with number concepts with a heavy emphasis on developing a deep understanding of fractions. This will require a significant increase in the amount of instructional time spent on these topics.

Perhaps the one of the biggest shifts for third grade teachers will be the expectation that students understand properties of operations beyond inverse operation for addition and subtraction to the relationship between multiplication and division and apply these ideas a way of making sense of number and operations. The generalization of these ideas should be used to develop understanding and support student thinking about facts, the four operations with multi-digit numbers, base 10 concepts and fractions. Under the Arkansas Frameworks these ideas were not given special emphasis or specifically connected to number and operations.

Certainly the expectation that “all” students can fluently multiply and divide within 100 in the different problem situations will produce another major shift for teachers at this grade. The different problem situations are found in “Table 2: Common multiplication and division situations” on page 89 of the CCSSM. The CCSSM stress that students should learn facts based on “understanding and the application properties of operations and the relationship between multiplication and division.”

Teachers need to understand that fluency does not mean the development of facts without understanding and appropriate practice. If what researchers have found is implemented, this shift should not take teacher back to ineffective timed drill. In second grade, students are expected to make sense of number through 1000 and in fourth grade students are expected to generalize the whole number base-ten numeration system. Third grade students are expected to round and solve problems within 1000. If students are expected to extend and generalize their thinking from second grade to fourth, third grade will need to continue to strengthen the work in 2nd grade and build on these ideas if they are going to be in the position to generalize in fourth.

Another huge shift is towards an in-depth conceptual understanding of fractions in contextualized situations both in number and operations and as part of geometric reasoning through the applications of properties of operations. The thinking goes far beyond the simple identification of fractional parts using fraction models.

Third grade will focus also efforts in measurement to exploring and making sense of area by applying the basic constructs of equal sized units, iteration, no gaps and overlaps. Students are expected use their understanding of area to generalize the formula for finding the area of a rectangle. Again while not explicit in the common core standards, teachers will have to provide students with experiences to help them develop spatial structure (seeing a row iterated across the area or the column iterated across the area). Michael Battista and others have done research on “Students’ Spatial Structuring of 2D Arrays of Squares” describing learning progressions of students’ ability to structure space. (Battista, M. T., Clements, D. H., Arnoff, J.,

Battista, K., & Borrow, C. V. A. (1998 November). Students' spatial structuring of 2D arrays of squares. *Journal for Research in Mathematics Education* 29(5), 503-532.)

#### **Fourth Grade**

Fourth grade has three areas of foci, but two of those still deal with number concepts. According to the Common Core document, three critical areas of focus are: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties.

Students will generalize their understanding of whole number place value and the relative sizes of numbers in each place based on base-ten concepts and properties of operations {i.e.  $10,000 - 10 \times (10 \times (10 \times 10))$ }. The emphasis on developing understanding *and fluency* with multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends by applying knowledge of base-ten numeration and properties of these operations. This will require a greater amount of time spent in these areas and will be dependent on the understandings and generalizations students developed in the previous grades.

A big shift will be the emphasis on developing student's ability to explain their reasoning and use multiple methods of solving problems. Students are expected to learn the concepts, see them relationally (based on the properties of operations) and invent strategies for solving problems. This will require a great deal of class time to develop the knowledge, understanding, and skills needed to achieve this goal. Teachers may also require professional development in questioning skills and procedures that allow students to develop these skills.

One of the biggest shifts is the emphasis on fractions and the depth to which they are taught. A great deal of the CCSSM fraction piece for fourth grade was taught in the fifth and sixth grade Arkansas frameworks. This may challenge the teachers as well as the students. Students will develop understanding of fraction equivalence and operations with fractions; recognize that unlike fractions can be equal; develop methods for generating and recognizing equivalent fractions. Students will build on previous understandings of how fractions are built; compose and decompose fractions into unit fractions; and multiply a fraction by a whole number based on properties of operations. Students will also show understanding of decimal notation for fractions and compare decimal fractions,

The measurement and data portion will require students to solve measurement problems and convert from a larger unit to a smaller unit. Students will also represent and interpret data and understand concepts of angle and measure angles.

The shift in geometry appears small at first glance, but when you look at the depth to which it must be taught, the shift is quite large. The focus in geometry is on two-dimensional figures, lines, and angles, but many concepts have moved down from fifth grade and above. Students will describe, analyze, and classify two-dimensional figures. Through building, drawing, and analyzing these shapes, students will gain a deeper understanding of properties of two-dimensional objects and how to use them to solve problems related to symmetry.



### **Fifth Grade**

The CCSSM document states that the primary focus for fifth grade students should be: (1) the *development of fluency* with addition and subtraction of fractions and *developing understanding* of the multiplication and division of fractions in limited cases; (2) the extension of division to 2-digit divisors; integrating decimal fractions into the place value system; developing understanding of operations with decimals to hundredths; and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Students will use equivalent fractions as a strategy to add and subtract fractions with unlike denominators. They will solve relevant word problems that involve addition and subtraction of fractions referring to the same whole using visual models or equations.

Fifth grade students will develop an understanding of why division procedures work and finalize fluency with multi-digit addition, subtraction, multiplication, and division. They will apply their understandings of decimals and decimal notation and will be able to make reasonable estimates of computations.

Several items dealing with patterns, relations and functions, as well as rational numbers and use of technological tools found in the sixth through eighth grade Arkansas frameworks have shifted to fifth grade in CCSSM. Students must identify and extend patterns in real world situations and be able to invent strategies to solve problems using function tables and linear equations. Measurement focuses on the conversion of like units within a given measurement system, representing and interpreting data, and understanding the concepts of volume and relating it to multiplication and to addition. These skills are all used in solving multi-step, real world problems. The strategies for finding volume are shifting from third and fourth grade to fifth grade, which means students will not have that foundation previously laid in those earlier grades.

Fifth graders will graph points on the coordinate plane in order to solve real-world and mathematical problems. They will also classify two-dimensional figures into categories based on their properties. The rigor and relevance of the work should be stressed.

### **Sixth Grade**

Teachers will find that much of the content that was beginning and developing in grade 6 in the Arkansas Frameworks is reaching a culminating or fluency standard in grade 6 in the CCSSM. Sixth grade contains the expectation for fluency with multi-digit division (expectations for fluency in the other three operations have occurred in earlier grades), and with all four operations with decimals. The last operation for fractions, division, is begun in fifth grade and continued into sixth grade. The change in domains in grade 6 indicates that sixth grade is a pivotal point when the focus begins to shift from number and operations (K-5) to the underpinning of algebra.

Proportional reasoning emerges as a major topic in grade 6. The CCSSM recognizes proportional reasoning as one of the more powerful types of reasoning needed by adults, and defines it as a focus on instruction in the middle grades. In grade 6, students are asked to connect ratio and rate to whole number multiplication and division and use ratio and rate to solve problems. Their work will include the use of equivalent ratios, unit rates, and percent.

Students in grade 6 will encounter negative numbers (additive inverses of all the kinds of numbers they have already studied) as a final element needed to complete the rational number system. They will consider the relative locations of various numbers on a number line. Having a firm understanding of the entire rational number system will be vital for success as students move into seventh grade. Positive and negative numbers will be used to locate points in a coordinate plane as well. Also, sixth graders will learn about data distributions and statistics. Rather than just learning to calculate convention measures of center, they will examine distributions of numerical data, learn about and understand both central tendency and statistical variability, and summarize distributions using appropriate statistics. They will not only learn to calculate statistics to measure center, they will explore the vulnerabilities of these measures to characteristics of the data (i.e., that the mean can be skewed by outliers). They will also explore statistics that measure variability and consider their uses as well. These are topics that have previously been approached after grade 6.

### **Seventh Grade**

Teachers in seventh grade may be among those who feel fewer shifts in actual content coming into the grade and more of a shift toward being able to delve deeper into fewer major topics of emphasis. The key word for 7<sup>th</sup> grade teachers is **focus**. Examining proportional relationships in various forms (including equation, graph, table) and applying them to solve problems (including with scale drawings) have been in the Arkansas seventh grade curriculum in the past and are even more important in the CCSSM. An examination of these new standards will reveal the expectation that seventh graders develop a strong, flexible understanding of proportions and their applications. (7.RP.1-3; 7.G.1)

Similarly, extending operations to the full rational number system (including integers and negative fractions), working with and solving linear equations, solving problems involving area, surface area, and volume, and drawing inferences about populations based on samples have all been included in the Arkansas 7<sup>th</sup> grade curriculum in the past. The defining difference is the focus on these topics, which reflects the intent that students spend larger portions of time developing conceptual understanding and applying the related skills to solve problems.

In order to allow more time for these important focus topics, other time-consuming topics have been shifted out of 7<sup>th</sup> grade mathematics, such as: graphing in the coordinate plane, understanding integers and negative fractions as part of the rational number system, developing the concepts of surface area and volume, and using scientific notation. Some topics lingering from elementary have also been shifted out, such as: elapsed time, linear measure, and finding area of simple polygons.

### **Eight Grade**

Two of the three focus areas for Eight Grade deal with algebraic concepts. In Eight Grade students will learn many of the algebra concepts that are currently found in the Arkansas Mathematics Frameworks for Algebra I.

Eight grade students will expand their understanding of number to include irrational numbers. This will require that these students work with radicals and transcendental numbers like pi. This includes using roots to solve equations of the  $x^n=p$ , where n is a natural number and p is a positive rational number. The properties of integer exponents have moved from Algebra I to Eighth Grade in the CCSSM. Students are required to fluently generate equivalent expressions using the properties

of integer exponents. The use of integer exponents includes fluency in **SOLVING** (not just converting) problems involving scientific notation (including multiplication and division). This is also moving from Algebra I to Eighth Grade.

Eighth Grade students are required by CCSSM to understand the connections between proportional relationships, lines and linear equations. Almost the entire linear function section of our current Algebra I content is shifting to the Eighth Grade in the CCSSM. This includes: effects of parameter changes, slope, y intercepts on graphs of linear functions; calculating the slope using various methods (given differing information); writing equations of linear functions (presented in various forms) given different entry points.

The CCSSM require Eight Graders to analyze and solve (using a variety of methods) linear equations and systems linear equations in two variables. This includes using linear equations and systems of two equations in two variable to solve application (real-world) problems.

Students learn about functions in Eighth Grade under the CCSSM. Students are required to define, evaluate and compare functions. Students will need to distinguish between functions and non-functions by inspecting graphs, ordered pairs, mapping diagrams, and/or tables of data. Students will need to determine the domain and range from an algebraic expression, graphs, set of ordered pairs, or table of data. Finally, the student needs compare rates of change in different types of functions.

The final big shifts are in the geometry area. Student will now work to understand congruence and similarity using physical models, transparencies or geometry software. This is almost completely new at this grade level. Under the Arkansas Frameworks these concepts were done in Geometry Class. Also, in the geometry domain CCSSM requires students in Eighth Grade to explain a proof of the Pythagorean theorem. The Pythagorean theorem has been in Eighth Grade but the requirement to prove it has moved from High School Geometry Class.

## Attachment D: State Sponsored Professional Development Opportunities for English Language Arts and Literacy

### Literacy

#### Sessions

The Arkansas Department of Education is providing professional development on the essential understandings of implementing the English Language Arts Common Core State Standards (Figure A). Carol Massey, literacy program manager, and ADE and Co-op Literacy Specialists share their understanding of these key points. Each session ends with a question and answer opportunity with an ADE panel. Administrators, curriculum and professional development directors, instructional facilitators and literacy teachers are the intended audience. Each session is recorded and will be accessible on [www.arkansasideas.org/commoncore](http://www.arkansasideas.org/commoncore) and will be accessible as an online course in the LIBRARY: Common Core in Arkansas IDEAS [www.arkansasideas.org](http://www.arkansasideas.org)

#### Figure A: Literacy Sessions for CCSS

#1-February 15, 2012  
Disciplinary (Content) Literacy Overview

- 1) Overview of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6-12)
- 2) Role of content teachers in literacy practices
- 3) Examining classroom practices
- 4) Question and answer opportunities with ADE Panel

#2-April 30, 2012

Close Reading of Complex Text Using the Questioning the Author Strategy

- 1) Defining text complexity and the overarching role it plays in The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
- 2) Close reading – the demands of complex text on the reader
- 3) High yield questioning strategies for student use in comprehending complex text
- 4) Question and answer opportunities with the ADE Panel

**Targeted, Professional Development**

The Arkansas Department of Education is providing a variety of professional development opportunities that target specific literacy concepts (Figure B). These targeted sessions will be available in three formats: face-to-face workshops, asynchronous Moodle course with face-to-face learning groups, and asynchronous Moodle course with virtual learning groups. More information about each targeted professional development opportunity will be available on [www.arkansasideas.org/commoncore](http://www.arkansasideas.org/commoncore)

Figure B: Targeted, Literacy Professional Development Opportunities by Appropriate Grade Levels

K	1	2	3	4	5	6	7	8	9	10	11	12
Foundational Skills												
Phonics and Structural Analysis												
Informative/Explanatory Writing												
Informative/Explanatory Writing						Informative/ Explanatory Writing						
Text Complexity												
Close Reading												
Vocabulary: Greek and Latin Roots												
Argumentative Writing												
How to Conduct Research						How to Conduct Research						
Disciplinary Literacy: Reading History												
Disciplinary Literacy: Reading Science												

**K-5**

A variety of targeted professional development opportunities are available to K-5 Arkansas educators (Figure C). Many Arkansas educators are currently enrolled in Early Literacy Learning in Arkansas (ELLA), Effective Literacy for grades 2-4 (ELF) or Smart Step Literacy Lab Classroom Project (Lit Lab). These professional development opportunities are two-year intensive trainings that focus on implementing a comprehensive literacy block. Educators engage in reading and writing workshops that focus on gradual release for learners. These training opportunities have been revised to align to

the ELA CCSS. For more information regarding these opportunities, contact your local cooperative literacy specialists and see information posted on the ADE website.

ELLA: [http://www.arkansased.org/pd/smart\\_start/ella.html](http://www.arkansased.org/pd/smart_start/ella.html)

ELF: [http://www.arkansased.org/pd/smart\\_start/effective.html](http://www.arkansased.org/pd/smart_start/effective.html)

Lit Lab: [http://www.arkansased.org/pd/smart\\_step/lab.html](http://www.arkansased.org/pd/smart_step/lab.html)

Fifth grade English Language Arts teachers may be enrolled in Comprehensive Literacy for Adolescent Student Success (CLASS). Please see more information about CLASS in the Grades 6-12 section below.

Educators may need additional targeted professional development. Figure C outlines additional opportunities for targeted literacy professional development.

Figure C: Professional Development Opportunities for K-5 Literacy

K	1	2	3	4	5
Foundational Skills					
Phonics and Structural Analysis			Vocabulary: Greek and Latin Roots		
Informative/Explanatory Writing			Informative/Explanatory Writing		
			Text Complexity		
			Close Reading		
How to Conduct Research			How to Conduct Research		

### Grades 6-12

A variety of targeted professional development opportunities are available to Grades 6-12 educators (Figure D). Many Arkansas educators are currently enrolled in Smart Step Literacy Lab Classroom Project (Lit Lab). This professional development opportunity is a two-year intensive training that focuses on implementing a comprehensive literacy block. Educators engage in reading and writing workshops that focus on gradual release for learners. This training opportunity has been revised to align to the ELA CCSS. For more information regarding Literacy Lab, contact Harry Lisle at Harding University [Harry.Lisle@harding.edu](mailto:Harry.Lisle@harding.edu) - Additional information about Literacy Lab is posted on the ADE website.

[http://www.arkansased.org/pd/smart\\_step/lab.html](http://www.arkansased.org/pd/smart_step/lab.html)

English Language Arts teachers may be enrolled in Comprehensive Literacy for Adolescent Student Success (CLASS). Comprehensive Literacy for Adolescent Student Success (CLASS) is a two-year professional development opportunity offered by the Arkansas Department of Education and the education service cooperatives. It is designed to assist English language arts teachers for grades 5-12 in implementing a comprehensive, research-based approach to literacy instruction. This professional development opportunity is aligned to the CCSS for English language arts and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

Figure D shows the professional development opportunities available to Grades 6-12 Language Arts educators and the alignment of these targeted opportunities with CLASS. Educators enrolled in CLASS will be working on the same big topics of the CCSS but may also desire to participate in the targeted opportunity to learn more about the topic.

Figure D: Professional Development Opportunities for Grades 6-12 English Language Arts Educators

6	7	8	9	10	11	12	
Informative/ Explanatory Writing							CLASS
Text Complexity							
Close Reading							
Vocabulary							
Argumentative Writing							
How to Conduct Research						How to Conduct Research	

The ELA CCSS provide standards for literacy in Science, Social Studies/History and other technical subjects. Educators in grades 6-12 may select any of the targeted professional development opportunities as noted in Figure E. Science educators are encouraged to participate in Disciplinary Literacy: Reading Science. Social Studies educators are encouraged to participate in Disciplinary Literacy: Reading History.

Figure E: Professional Development Opportunities for Grades 6-12 Literacy

6	7	8	9	10	11	12
Informative/ Explanatory Writing						
Text Complexity						
Close Reading						

Vocabulary	
Argumentative Writing	
How to Conduct Research	How to Conduct Research
Disciplinary Literacy: Reading History	
Disciplinary Literacy: Reading Science	



## Attachment E: State Sponsored Professional Development Opportunities for Mathematics

### Sessions

The Arkansas Department of Education is providing professional development on the essential understandings of implementing the Mathematics Common Core State Standards (Figure A). Dr. Linda Griffith, mathematics professor at University of Central Arkansas, shares her understanding of these key points. Each session ends with a question and answer opportunity with an ADE panel. Administrators, curriculum and professional development directors, math instructional facilitators and math teachers are the intended audience. Each session is recorded and will be accessible on [www.arkansasideas.org/commoncore](http://www.arkansasideas.org/commoncore) and will be accessible as an online course in the LIBRARY: Common Core in Arkansas IDEAS [www.arkansasideas.org](http://www.arkansasideas.org)

### Figure A: Mathematics Sessions for CCSS

<p><b>#1-September 29, 2011</b></p> <ol style="list-style-type: none"><li>1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum.</li><li>2) Role of teacher understanding of problem types (pp. 88-89 of CCSS) in mathematics curriculum development in grades K-4.</li><li>3) Extending problem types to middle and high school for continuity in mathematics curriculum.</li></ol>
<p><b>#2-December 1, 2011</b></p> <ol style="list-style-type: none"><li>1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum.</li><li>2) Using the Standards for Mathematical Practice as a tool for curriculum integration across disciplines.</li><li>3) The role of vocabulary development in a high quality mathematics curriculum.</li></ol>
<p><b>#3-February 29, 2012</b></p> <ol style="list-style-type: none"><li>1) Differentiation between Common Core Mathematics Content Standards</li></ol>

<p>and Mathematics Curriculum</p> <ol style="list-style-type: none"> <li>2) Dealing with Implementation and Transition “Gaps”</li> <li>3) Role of summer professional development in implementation of CCSS</li> <li>4) Role of PLC (job-embedded PD) in implementation of CCSS</li> <li>5) Resources from ADE in support of implementation of CCSS</li> </ol>
<p>#4-May 16, 2012</p> <ol style="list-style-type: none"> <li>1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum</li> <li>2) The role of content progressions in developing mathematics curriculum</li> <li>3) The role of learning progression in developing mathematics curriculum</li> <li>4) Update on ADE resources related to professional development in support of the Mathematics Common Core State Standards</li> </ol>

Targeted, Professional Development

The Arkansas Department of Education is providing a variety of professional development opportunities that target specific mathematical concepts (Figure B). These targeted sessions will be available in three formats: face-to-face workshops, asynchronous Moodle course with face-to-face learning groups, and asynchronous Moodle course with virtual learning groups. More information about each targeted professional development opportunity will be available on [www.arkansasideas.org/commoncore](http://www.arkansasideas.org/commoncore)

Figure B: Targeted, Mathematics Professional Development Opportunities by Appropriate Grade Levels

K	1	2	3	4	5	6	7	8	9	10	11	12
Developing the Whole Number System (Place Value), available Summer 2012												
Developing Fact Fluency, available Summer 2012												
Problem Situations: Addition and Subtraction and Nature of “Equals”, available Summer 2012												
Problem Situations: Multiplication and Division												



need targeted, professional development in K-2 mathematics. Figure C demonstrates that five of the targeted professional development opportunities are aligned to the learning in CGI Year 1. Please note these five courses will not substitute for CGI Year One and therefore an educator must complete CGI Year One to enroll in CGI Year Two.

Figure C: Professional Development Opportunity for K-2 Mathematics

Developing the Whole Number System	Cognitively Guided Instruction (CGI) Year 1
Developing Fact Fluency	
Problem Situations: Addition and Subtraction	
Problem Situations: Multiplication and Division	
Strategies, Algorithms, and Recording Systems: Addition and Subtraction (2 <sup>nd</sup> grade)	
	Cognitively Guided Instruction (CGI) Year 2
	Cognitively Guided Instruction (CGI) Year 3
Geometric Measurement: Linear, Area, Angle	
Non-geometric Measurement: Mass, Weight, Time, Money, etc.	

Grades 3-6

A variety of targeted professional development opportunities are available to Grades 3-6 educators (Figure D). Many schools may be enrolled in Thinking Mathematically. Thinking Mathematically is a three-year professional development opportunity offered by the education service cooperatives and the university STEM centers under the guidance of the Teacher Development Group. Thinking Mathematically will focus on the properties of operations that unite the study of multiplication and division number facts, multi-digit multiplication and division, the base ten number system, developing concepts of fractions as quantities, fraction operations and solving expressions and equations. Properties of addition and subtraction in the context of fractions and decimals will also be addressed. What teachers learn in a Thinking Mathematically workshop enhances how they implement any curriculum or resource material. Schools may contact their local co-op or STEM center math specialists to request Thinking Mathematically training. Some schools may not be enrolled in Thinking Mathematically training but need targeted, professional development in 3-6 mathematics. Figure D demonstrates that four of the targeted professional development opportunities are aligned to the learning in Thinking Mathematically Year 1. Please note these four courses will not substitute for Thinking Mathematically Year One and therefore an educator must complete Thinking Mathematically Year One to enroll in Thinking Mathematically Year Two.

Figure D: Professional Development Opportunities for Grades 3-6 Mathematics

Fraction Concepts Part One: Making the Most of Equal Sharing Problems	Thinking Mathematically Year One
Fraction Concepts Part Two: Developing Operations	
Strategies, Algorithms, and Recording Systems: Multi-digit Multiplication	
Algebraic Thinking	Thinking Mathematically Year Two
	Thinking Mathematically Year Three
Proportional Reasoning	
Developing the Whole Number System (3 <sup>rd</sup> and 4 <sup>th</sup> grade)	
Problem Situations: Multiplication and Division (3 <sup>rd</sup> and 4 <sup>th</sup> grade)	
Strategies, Algorithms, and Recording Systems: Addition and Subtraction (3 <sup>rd</sup> and 4 <sup>th</sup> grade)	
Geometric Measurement: Linear, Area, Angle (3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade)	
Non-geometric Measurement: Mass, Weight, Time, Money, etc. (3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade)	
Geometric Measurement: Linear, Area (including surface area), Angle and volume (5 <sup>th</sup> and 6 <sup>th</sup> grade)	
Data Modeling Part One: Inventing Displays, Center and Precision (6 <sup>th</sup> grade)	
Data Modeling Part Two: Chance and Modeling (6 <sup>th</sup> grade)	

Grades 7-12

A variety of targeted professional development opportunities are available to Grades 7-12 educators (Figure E).

Figure E: Professional Development Opportunities for 7-12 Mathematics

Functions	
Data Modeling Part One: Inventing Displays, Center and	

Precision (7 <sup>th</sup> grade)	
Data Modeling Part Two: Chance and Modeling (7 <sup>th</sup> grade)	
Geometric Measurement: Linear, Area (including surface area), Angle and volume (7 <sup>th</sup> – 10 <sup>th</sup> grade)	
Mathematics Design Collaborative (9 <sup>th</sup> – 10 <sup>th</sup> grade)	

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A.C.A. § 6-17-1601

Pages: 2

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\*\*\* Legislation is current through the 2011 Regular Session and updates \*\*\*  
\*\*\* received from the Arkansas Code Revision Commission through \*\*\*  
\*\*\* November 16, 2011. \*\*\*

Title 6 Education  
Subtitle 2. Elementary And Secondary Education Generally  
Chapter 17 Personnel  
Subchapter 16 -- Master School Principal Program

A.C.A. § 6-17-1601 (2011)

**6-17-1601. Definitions.**

As used in this subchapter:

(1) "High-need school salary bonus" means an annual bonus to a master principal serving as a principal of a public school in phase two (2) or phase three (3) school-improvement status or located in a school district in academic distress;

(2) "Hold-back longevity bonus" means a portion of the high-need school salary bonus held back to be paid at the end of three (3) years and five (5) years of serving as a principal of the same public school in phase two (2) or phase three (3) school-improvement status or located in a school district in academic distress; and

(3) "Incentive bonus" means a bonus paid to a master principal serving as a principal of any public school in the state.

**HISTORY:** Acts 2003 (2nd Ex. Sess.), No. 44, § 1.

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**MEMORANDUM OF UNDERSTANDING**  
**For**  
**Race To The Top – Comprehensive Assessment Systems Grant**  
**PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND**  
**CAREERS MEMBERS**

*JUNE 3, 2010*  
*AMENDED STATUS-- SEPTEMBER 20, 2010*

**I. Parties**

This Memorandum of Understanding (“MOU”) is made and effective as of this 20th day of September 2010, (the “Effective Date”) by and between the State of ARKANSAS and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

**II. Scope of MOU**

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

**III. Background – Comprehensive Assessment Systems Grant**

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

**IV. Purpose and Goals**

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.



Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

#### V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

#### VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.
- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

**VII. Consortium Membership**

**A. Membership Types and Responsibilities**

- 1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
  - a. The eligibility criteria for a Governing State are as follows:
    - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
    - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

- (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations; teacher and leader evaluations; and teaching, learning and program improvement;
- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:
  - Coordinate the state's overall participation in all aspects of the project, including:
    - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
    - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
    - participation by local schools and education agencies in pilot tests and field test of system components; and
    - identification of barriers to implementation.
  - Participate in the management of the assessment development process on behalf of the Consortium;
  - Represent the chief state school officer when necessary in Governing Board meetings and calls;
  - Participate on Design Committees that will:
    - Develop the overall assessment design for the Consortium;
    - Develop content and test specifications;
    - Develop and review Requests for Proposals (RFPs);
    - Manage contract(s) for assessment system development;
    - Recommend common achievement levels;
    - Recommend common assessment policies; and
    - Other tasks as needed.

- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement the Consortium's assessment system components by the 2014-15 school year.
- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
  - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
  - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
  - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
  - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
  - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
  - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

- (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.
- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;
- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

**3. Participating State**

a. The eligibility criteria for a Participating State are as follows:

- (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
- (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

- (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

- (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans, strategies and policies of the Consortium as they are being developed;
- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

**4. Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

**B. Recombitment to the Consortium**

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

**C. Application Process For New Members**

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

**D. Membership Opt-Out Process**

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

**VIII. Consortium Governance**

This section of the MOU details the process by which the Consortium shall conduct its business.

**A. Governing Board**

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
  - a. Overall design of the assessment system;
  - b. Common achievement levels;
  - c. Consortium procurement strategy;
  - d. Modifications to governance structure and decision-making process;
  - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

- 
- (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
  - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as



otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.
  - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
  - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
  - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
  - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
  - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
  - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
  - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
  - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
  - c. The Governing Board Chair shall have the following responsibilities:

- (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:
  - (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
  - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
  - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
  - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
  - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

- 5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
  - a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

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- 6. Participating States may provide input for Governing Board decisions, as described below.
- 7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
  - a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

- b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.
8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

**B. Design Committees**

- 1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
- 2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
  - a. Recommendations are made on a consensus basis, with input from the Participating States.
  - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
  - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
  - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote.

Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
  - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

**C. General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
  - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
  - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
  - a. Participation in conference calls and/or webinars;
  - b. Written responses to draft documents; and
  - c. Participation in Google groups that allow for quick response to documents under development.

**IX. Benefits of Participation**

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;
- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

**X. Binding Commitments and Assurances**

**A. Binding Assurances Common To All States – Participating and Governing**

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;
2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:
  - a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:
  - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
  - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
  - c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and
  - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
10. Consents to be bound by every statement and assurance in the grant application.

**B. Additional Binding Assurances By Governing States**

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

#### **XI. Financial Arrangements**

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

#### **XII. Personal Property**

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

#### **XIII. Liability and Risk of Loss**

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

#### **XIV. Resolution of Conflicts**

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

#### **XV. Modifications**

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

**XVI. Duration, Renewal, Termination**

- A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

**XVII. Points of Contact**

Communications with the State regarding this MOU should be directed to:

*Name: Dr. Gayle Potter*

*Mailing Address: Four Capitol Mall, Room 105-A, Little Rock, AR 72201*

*Telephone: (501) 682-4558*

*Fax: (501) 682-4886*

*E-mail: [gayle.potter@arkansas.gov](mailto:gayle.potter@arkansas.gov)*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

**XVIII. Signatures and Intent To Join in the Consortium**

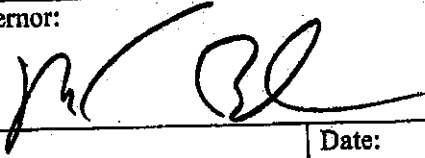
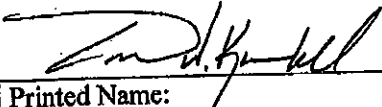
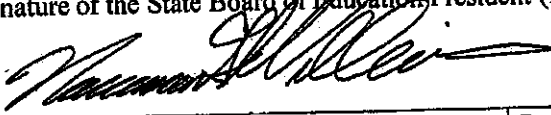
The State of ARKANSAS hereby joins the Consortium as a GOVERNING State, and agrees to be bound by all of the assurances and commitments associated with the GOVERNING State membership classification. Further, the State of ARKANSAS agrees to perform the duties and carry out the responsibilities associated with the GOVERNING State membership classification.

*Signatures required:*

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.



STATE SIGNATURE BLOCK

Signature of the Governor:	
	
Printed Name:	Date:
Governor Mike Beebe	Sept. 23, 2010
Signature of the Chief State School Officer:	
	
Printed Name:	Date:
Dr. Tom W. Kimbrell	September 21, 2010
Signature of the State Board of Education President (if applicable):	
	
Printed Name:	Date:
Dr. Naccaman Williams	Sept. 21, 2010

View 

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1. [A.C.A. § 6-15-2107 \(2011\)](#), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 21 -- School Rating System, 6-15-2107. Arkansas School Recognition Program., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

**CORE TERMS:** performance-based, funding, public schools, educational, improving, spending, eligible, approve, teacher, faculty, sector, reward

(a) The General Assembly finds that there is a need for an incentive **program** for outstanding **schools**. The General Assembly further finds that performance-based incentives are commonplace in the private sector and should be infused into the public sector as a reward for productivity. (b) The Arkansas **School Recognition Program** is created to provide financial awards to public **schools** that are at: (1) A category level of level 5 or level 4 pursuant to §

...

... 15-2102; or (2) A category level of level 5 or level 4 **school** pursuant to § 6-15-2102.

(c) (1) If funds are available, a **school** meeting the requirements set out in subdivision (b)(1) or (2) of this section ...

... in the amount of one hundred dollars (\$100) per student who participated in the **school's** assessment **program**. (2) The Department of Education may disburse available performance-based funding appropriated by the General Assembly on a pro-rata basis. (3) All **schools** meeting both criteria shall receive rewards for both categories. (4) Each **school** that receives performance-based funding shall submit a proposal for its spending of the ...

... expenses only as set forth in subsection (f) of this section. (d) All public **schools**, including charter **schools**, that receive **school** category levels pursuant to §§ 6-15-2102 and 6-15-2103 are eligible to participate in the **program**. (e) (1) All eligible **schools** shall receive performance-based funding. (2) (A) Funds shall be distributed to the **school's** fiscal agent and placed in the **school's** account and shall be used for purposes listed in subsection (f) of this section as ...

... shall make its determination by December 15 of each applicable year. (f) **School recognition** awards shall be used for the following: (1) Nonrecurring bonuses to the faculty and staff; ( ...

... assist in maintaining and improving student performance; or (3) Temporary personnel for the **school** to assist in maintaining and improving student performance. (g) The General Assembly shall ...

2. [A.C.A. § 6-22-104 \(2011\)](#), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 22 Arkansas Registered Volunteers Program Act, 6-22-104. Optional program development -- Requirements., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

**CORE TERMS:** volunteer, school district, registered, extracurricular, interscholastic

(a) Each local **school** district may develop a registered volunteers **program** and may accept the services of volunteers who qualify under the **program** to assist in extracurricular and interscholastic activities that are sponsored by the district. (b) A **school** district that develops a registered volunteers **program** as set forth in this chapter shall: (1) Take actions as are necessary to develop ...

... volunteers have written job descriptions that define their duties and responsibilities;

(3) Provide for the **recognition** of qualified volunteers who have offered exceptional service

to the **school** district; and (4) Provide support for the volunteer **program** established under the State and Local Government Volunteers Act, § 21-13- ...

3. [A.C.A. § 6-41-103 \(2011\)](#), Title 6 Education, Subtitle 3. Special Educational Programs, Chapter 41 Children with Disabilities, Subchapter 1 -- General Provisions, 6-41-103. Identification of children with specific learning disabilities., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

**CORE TERMS:** learning disabilities, classroom, teachers, regular, identification, disabilities, learning, handicaps, teaching, brain

... regular classroom. (c) (1) The Department of Education shall develop an in-service **program** to train teachers in the **recognition** of children with specific learning disabilities and in teaching strategies for those students. (2) Districts are required to keep on file in their **school** district a plan for implementing the **recognition** of children with specific learning disabilities and for incorporating teaching strategies for those students ...

... regular classroom. (d) The department shall adopt rules and regulations requiring all public **schools** in the state to identify all children with specific learning disabilities.

4. [A.C.A. § 6-16-133 \(2011\)](#), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 16 Curriculum, Subchapter 1 -- General Provisions, 6-16-133. World War II veterans., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

**CORE TERMS:** veteran, diploma, state board, graduation, discharged

(a) In **recognition** of and tribute to veterans who left high **school** before graduation to serve in World War II, a board of directors of any **school** district in Arkansas may grant a diploma of graduation to any veteran meeting the requirements of subsection (c) of this section.

(b) **School** districts are encouraged to present the diploma in conjunction with appropriate Veterans Day **programs**. (c) To be eligible for a high **school** diploma under this section, a veteran shall: (1) Have been honorably discharged from the Armed ...

5. [A.C.A. § 6-16-134 \(2011\)](#), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 16 Curriculum, Subchapter 1 -- General Provisions, 6-16-134. Veterans diplomas., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

**CORE TERMS:** veteran, diploma, state board, graduation, discharged

(a) In **recognition** of and tribute to veterans who left high **school** before graduation to serve in the Korean War or the Vietnam War, a board of directors of any **school** district in Arkansas may grant a diploma of graduation to any veteran meeting the requirements of subsection (c) of this section. (b) **School** districts are encouraged to present the diploma in conjunction with appropriate Veterans Day **programs**. (c) To be eligible for a high **school** diploma under this section, a veteran shall: (1) Have been honorably discharged from the Armed ...

6. [A.C.A. § 6-15-402 \(2011\)](#), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 4 -- Arkansas Comprehensive Testing, Assessment, and Accountability Program, 6-15-402. Purpose., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

**CORE TERMS:** accountability, school districts, educational, learning, public schools, grade level, kindergarten, classroom, assess, grades, grade-level, proficiency, remediation, achievement, performing, indicators, progress, aligned, annual, inform, skills

... purpose of this subchapter is to provide the statutory framework necessary to ensure that all students in the public **schools** of this state have an equal opportunity to demonstrate grade-level academic proficiency through the application of ...

... members of society. (ii) For this reason, the Arkansas Comprehensive Testing, Assessment, and Accountability **Program** will emphasize point-in-time intervention and remediation upon the discovery that any student is ...

... 2) This subchapter is constructed around a system that includes statewide indicators, individual **school** improvement indicators, and a locally generated **school** accountability narrative. The total **program** shall be applied to each **school** in the state public **school** system. (3) This subchapter is designed to be a multiyear commitment to assess the academic progress and performance of Arkansas's public **school** students, classrooms,

**schools, and school** districts. (4) (A) It shall also be the purpose of this subchapter to:

(i) Provide information needed to improve the public **schools** by measuring annual learning gains of all students through longitudinal tracking and analysis of ...

... gains against a national cohort to inform parents of the educational progress of their public **school** children; and (ii) Inform the public of the performance of **schools**. (B) The **program** shall be designed to:

(i) Assess the annual learning gains of each student toward ...

... grade level; (ii) Provide data for building effective staff development **programs and school** accountability and **recognition**; (iii) Identify the educational strengths and weaknesses of students and help the teacher tailor instruction to the ...

... iv) Assess how well academic goals and performance standards are met at the classroom, **school, school** district, and state levels; (v) Provide information to aid in the evaluation and development of educational **programs** and policies; (vi) Provide information on the performance of Arkansas students compared with other students from across the United States; and (vii) Identify best practices and **schools** that are in need of improving their practices. (b) The purposes of the assessment and accountability **program** developed under this subchapter shall be to:

(1) Improve student learning and classroom instruction; (... public accountability by: (A) Mandating expected achievement levels; (B) Reporting on **school and school** district performance; and (C) Applying a framework for state action for a **school or school** district that fails expected achievement levels as defined in the Arkansas Comprehensive Testing, Assessment, and Accountability **program** rules and regulations; and (3) Provide evaluation data of **school and school** district performance in order to assist policymakers at all levels in decision making. (c) The priorities of the assessment and accountability **program** developed pursuant to the provisions of this subchapter shall include: (1) All students to have an opportunity to demonstrate increased learning and completion at all levels, to graduate from high **school**, and to enter postsecondary education or the workforce without remediation; (2) Students to demonstrate that they meet the ...

7. **A.C.A. § 21-8-402 (2011)**, Title 21 Public Officers and Employees, Chapter 8 Ethics and Conflicts of Interest, Subchapter 4 -- Disclosure by Lobbyists and State and Local Officials -- General Provisions, 21-8-402. Definitions., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

**CORE TERMS:** governmental body, public servant, hundred dollars, appointed, spouse, gift, council board, legislative body, establishment, reimbursement, municipality, appointee, lobbyist, calendar quarter, lobbying, elected, bureau, travel, food, employee's contribution, state government, board of directors, legislative action, value received, learning center, community college, elective office, public school, public officials, informational

... gifts; (ix) A monetary or other award presented to an employee of a public **school** district, the Arkansas **School** for the Blind, the Arkansas **School** for the Deaf, the Arkansas **School** for Mathematics, Science, and the Arts, a university, a college, a technical ...

... a comprehensive life-long learning center, or a community college in **recognition** of the employee's contribution to education; (x) Tickets to charitable fund-raising events held

...

... own personal funds and present to a fellow member of that governmental body in **recognition** of public service; (xiii) Food or beverages provided at a conference-scheduled event that is part of the **program** of the conference; (xiv) Food or beverages provided in return for participation in ...

... A monetary or other award publicly presented to an employee of state government in **recognition** of his or her contributions to the community and State of Arkansas when the presentation is made by the employee's supervisors or peers, ...

... agency, or other establishment of the executive, judicial, or legislative branch of the state, municipality, county, **school** district, improvement district, or any political district or subdivision thereof; (7) (A) "Income" or "compensation" ...

... term "compensation" does not include anything of value presented to an employee of a public **school** district, the Arkansas **School** for the Blind, the Arkansas **School** for the Deaf, the Arkansas **School** for Mathematics and Sciences, a university, a college, a technical college,

...

... a comprehensive life-long learning center, or a community college in **recognition** of the employee's contribution to education; (8) "Legislative action" means introduction, sponsorship, consideration, ...

8. [A.C.A. § 6-15-435 \(2011\)](#), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 4 -- Arkansas Comprehensive Testing, Assessment, and Accountability Program, 6-15-435. Required analyses., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

**CORE TERMS:** achievement, state board, school district, end-of-course, statistical, deadline, testing, exam, school year, accountability, longitudinal, value-added, calculations, classroom, statewide, learning, analyses

... minimum, for the following analyses of data produced by the student achievement testing **program:** (1) The statistical system for the annual assessments shall use the Arkansas Comprehensive Assessment **Program** examinations and other valid and reliable measures of student learning deemed appropriate by the State Board of Education to determine classroom, **school, and school** district statistical distributions that shall measure the differences in a student's previous ...

... compared to the current year's achievement for the purposes of improving student achievement, accountability, and **recognition;** (2) (A) The statistical system shall provide the best estimates of classroom, **school, and school** district effects on student progress based on established, value-added longitudinal calculations. ( ...

... department shall be in alignment with federal statutes and be piloted in the 2004-2005 **school** year to collect data to allow research and evaluation of student achievement growth models. ( ...

... for the administration of the statewide assessments. (C) (i) Beginning in the 2005-2006 **school** year and each subsequent year thereafter, in establishing such a schedule, the department is ...

... assessments and the earliest possible provision, but no later than July 1, of the results to the **school** districts. (ii) For end-of-course exams, the department may extend the July ...

... validity of the end-of-course exam results will be compromised because of the earlier deadline. (D) **School** district boards of directors shall not establish **school** calendars that jeopardize or limit the valid testing and comparison of student learning gains.

9. [A.C.A. § 21-13-105 \(2011\)](#), Title 21 Public Officers and Employees, Chapter 13 State and Local Government Volunteers Act, 21-13-105. Development of programs -- Use of volunteers., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

(a) Every department, through its executive head, may develop volunteer **programs** and

accept the services of volunteers, including regular-service volunteers, occasional-service volunteers, or material donors to assist in **programs** carried out or administered by that department. (b) Each department that utilizes the services of ...

... Service and Nonprofit Support of the Department of Human Services to assist in the development of volunteer **programs**; (2) Take actions as are necessary and appropriate to develop meaningful opportunities for volunteers involved in those **programs** and to improve public services; (3) Develop written rules governing recruitment, training, ...  
... assure a receptive climate to attract citizen volunteers; and (6) Provide for the **recognition** of volunteers who have offered exceptional service to the state, its political subdivisions, or **school** districts.

10. [A.C.A. § 6-15-1101 \(2011\)](#), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 11 -- Attaching Seals to High School Transcripts and Diplomas, 6-15-1101. Legislative findings., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

**CORE TERMS:** diploma, core curriculum, school districts, state board, secondary, grade, seal

(a) The General Assembly hereby recognizes and acknowledges that in recent years a high **school** diploma has lost credibility as a warranty that the recipient has the basic knowledge and skills necessary ...

... General Assembly further recognizes that the State Board of Education, the Department of Education, and local **school** districts have worked diligently to establish and implement a core curriculum in Arkansas secondary **schools**. Students who complete the core curriculum with a satisfactory grade point average should receive **recognition** for both perseverance and a job well done. It is the purpose of this legislation to both further that **recognition** and to increase the confidence of Arkansans in the value of diplomas awarded by the state's public **schools**.

(b) Beginning with the 1994-1995 **school** year, a **school** district shall attach a seal, stamp, or other symbol to transcripts and diplomas awarded to high **school** students who have completed the core curriculum with a minimum grade point average of 2.75 on ...

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A.C.A. § 6-17-2802

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\*\*\* received from the Arkansas Code Revision Commission through \*\*\*  
\*\*\* November 16, 2011. \*\*\*

Title 6 Education  
Subtitle 2. Elementary And Secondary Education Generally  
Chapter 17 Personnel  
Subchapter 28 -- Teacher Excellence and Support System

A.C.A. § **6-17-2802** (2011)**6-17-2802. Legislative intent.**

It is the intent of the General Assembly to:

- (1) Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;
- (2) Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;
- (3) Provide a basis for making teacher employment decisions;
- (4) Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;
- (5) Encourage highly effective teachers to undertake challenging assignments;
- (6) Support teachers' roles in improving students' educational achievements;
- (7) Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and
- (8) Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.

**HISTORY:** Acts 2011, No. 1209, § 8.

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Title 6 Education  
Subtitle 2. Elementary And Secondary Education Generally  
Chapter 17 Personnel  
Subchapter 28 -- Teacher Excellence and Support System

A.C.A. § 6-17-2804 (2011)

**6-17-2804. Administrative agency responsibilities.**

(a) The State Board of Education shall promulgate rules for the Teacher Excellence and Support System consistent with this subchapter.

(b) The rules shall without limitation:

(1) Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

(2) Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

(3) Reflect evidence-based or proven practices that improve student learning;

(4) Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

(5) Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

(6) Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;

(7) Require annual evidence of student growth from artifacts and external assessment measures;

(8) Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;

(9) Include procedures for implementing each component of the Teacher Excellence and Support System; and

(10) Include the professional development requirements for all superintendents, administrators,



evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement a Teacher Excellence and Support System under this subchapter.

**HISTORY:** Acts 2011, No. 1209, § 8.

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**A.C.A. § 6-17-2804** (Copy w/ Cite)

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## AR Principal Evaluation System Self-Assessment

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
1 A. Collaboratively develop and implement a shared vision and mission				
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
1 C. Create and implement plans to achieve goals				
1 D. Promote continuous and sustainable improvement				
1 E. Monitor and evaluate progress and revise plans				

**Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations				
2 B. Create a comprehensive, rigorous, and coherent curricular program				
2 C. Create a personalized and motivating learning environment for students				
2 D. Supervise instruction				
2 E. Develop assessment and accountability systems to monitor student progress				
2 F. Develop the instructional and leadership capacity of staff				
2 G. Maximize time spent on quality instruction				
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning				
2 I. Monitor and evaluate the impact of the instructional program				

**Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
3 A. Monitor and evaluate the management and operational systems				
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
3 C. Promote and protect the welfare and safety of students and staff				
3 D. Develop the capacity for distributed leadership				
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning				



## AR Principal Evaluation System Self-Assessment

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
4 A. Collect and analyze data and information pertinent to the educational environment				
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
4 C. Build and sustain positive relationships with families and caregivers				
4 D. Build and sustain productive relationships with community partners				

**Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
5 A. Ensure a system of accountability for every student's academic and social success				
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
5 C. Safeguard the values of democracy, equity, and diversity				
5 D. Consider and evaluate the potential moral and legal consequences of decision-making				
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling				

**Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
6 A. Advocate for children, families, and caregivers				
6 B. Act to influence local, district, state, and national decisions affecting student learning				
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				

Principal/Assistant Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Principal: \_\_\_\_\_

Date: \_\_\_\_\_

**Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
1 A. Collaboratively develop and implement a shared vision and mission				
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
1 C. Create and implement plans to achieve goals				
1 D. Promote continuous and sustainable improvement				
1 E. Monitor and evaluate progress and revise plans				

Comments:

**Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations				
2 B. Create a comprehensive, rigorous, and coherent curricular program				
2 C. Create a personalized and motivating learning environment for students				
2 D. Supervise instruction				
2 E. Develop assessment and accountability systems to monitor student progress				
2 F. Develop the instructional and leadership capacity of staff				
2 G. Maximize time spent on quality instruction				
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning				
2 I. Monitor and evaluate the impact of the instructional program				

Comments:

**Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
3 A. Monitor and evaluate the management and operational systems				
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
3 C. Promote and protect the welfare and safety of students and staff				
3 D. Develop the capacity for distributed leadership				
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning				

Comments:



Principal: \_\_\_\_\_

Date: \_\_\_\_\_

**Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
4 A. Collect and analyze data and information pertinent to the educational environment				
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
4 C. Build and sustain positive relationships with families and caregivers				
4 D. Build and sustain productive relationships with community partners				

Comments:

**Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.**

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
5 A. Ensure a system of accountability for every student's academic and social success				
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
5 C. Safeguard the values of democracy, equity, and diversity				
5 D. Consider and evaluate the potential moral and legal consequences of decision-making				
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling				

Comments:

**Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

6 A. Advocate for children, families, and caregivers				
6 B. Act to influence local, district, state, and national decisions affecting student learning				
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				

Comments:

Principal/Assistant Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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April 26, 2012

Dr. Tom Kimbrell, Commissioner  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Dr. Kimbrell:

I want to thank you for allowing school administrators to participate in drafting the ESEA flexibility application. Many hours were spent discussing the issues with ESEA and especially the accountability for the subgroup populations. I think many administrators were extremely surprised to find that most schools were not held accountable for the subpopulation scores due to having such small numbers in their schools.

By combining the subpopulations into the TAGG group, it is obvious that all schools will have to pay attention to reducing their achievement gaps. AAEA, which includes Arkansas Association of Special Education Administrators, supports combining the subpopulations in order to make the effort of reducing the achievement gap a statewide issue instead of just a small portion of the schools being held responsible.

Again, thank you for allowing school administrators to actively participate in this process.

Sincerely,

A handwritten signature in cursive script that reads 'Richard Abernathy'.

Dr. Richard Abernathy  
Executive Director  
Arkansas Association of Educational Administrators

**Arkansas's Process for Approving SES Providers**

Entities included on the Approved Supplemental Educational Services (SES) Provider list are required to do the following:

- Ensure that the instruction provided is aligned with Arkansas curriculum content standards and in the case of a student with disabilities, is consistent with the student's individualized education program under Section 614(d) of the Individuals with Disabilities Education Act and is consistent with the instructional program at the school.
- Grades K-12 instruction is aligned with the Arkansas Common Core Standards Initiative.
- Ensure that in the case of eligible students with Limited English Proficiency (LEP) are served, those students may participate and receive supplemental educational services and language assistance.
- Provide parents of children receiving supplemental educational services and the appropriate school with information on the progress of the children in increasing achievement, in language that parents can understand.

Districts are required to include in their information mailed to eligible student's parents information pertaining to ELL and students with disabilities. This information is also included in the SES application.

<b>12. Specific Student Populations Served: English Language Learners</b>	<p>Indicate whether your entity specializes in any of the following groups:</p> <p><input type="checkbox"/> Do not specialize</p> <p><input type="checkbox"/> English Language Learner (ELL) students</p> <p>If yes, list the particular language(s) (e.g., Spanish, French, Japanese): _____</p> <p><b>NOTE: Any specialization will be provided to parent(s)/legal guardian(s) and listed on the Department's website.</b></p>
---	--

**13. Specific Student Populations Served: Students with Disabilities**

Indicate whether your entity specializes in any of the following groups:

- Do not specialize
- Students with Disabilities (Select the particular disabilities your entity will address under the Disabilities Education Improvement Act (IDEA 2004):
  - Autism spectrum disorder
  - Deaf
  - Blind
  - Deaf/hard of hearing
  - Emotional/behavioral disorder
  - Mild Intellectual disability
  - Moderate Intellectual disability
  - Severe Intellectual disability
  - Profound Intellectual disability
  - Significant Developmental delay
  - Specific learning disability
  - Speech-language impairment
  - Traumatic brain injury
  - Visual impairment
  - Orthopedic impairment
  - Other health impairment:  
Explain: \_\_\_\_\_

**Reporting**

The provider is **required** to submit to the school district and Arkansas Department of Education (ADE) a final written report, with supporting data, that summarizes the progress of all students served with their supplemental services. This information will be used to help determine if a provider will remain on the state-approved list.

**Arkansas has set a limit on cost of services and the number of hours of tutoring allowed per week.**

**H. Cost of Service  
(Limit 1 pages)**

**10 points**

Providers are required to supply both a cost for each pupil for an instructional hour and per pupil for an instructional day AND a specific and detailed description of the pricing structure employed by the provider.

**Note:** Provider charges must not exceed a maximum of \$50 per pupil per hour of instruction, or \$100 per pupil per day of instruction or \$400 per pupil per instructional week, whichever amount is LESS.



**SATURDAY ONLY PROGRAMS OF LONGER THAN THREE (3) HOURS PER SATURDAY MAY CHARGE AN AMOUNT UP TO \$150 PER SATURDAY.**

**SUMMER ONLY PROGRAMS MEETING FIVE (5) DAYS PER WEEK FOR TWO OR MORE HOURS OF INSTRUCTION PER DAY MAY CHARGE UP TO \$500 PER WEEK.**

Maximum charges must not exceed the current maximum charges as identified above.

Provide a specific description of your pricing structure.

If the program offers enrichment activities (activities not incorporated directly into the instructional program) the applicant cannot charge for the time spent on enrichment.

**Clarify that LEAs, non-profit entities and private entities are eligible to be included on the state list of approved SES providers and that all providers are held to the same standards.**

All entities wishing to become a provider in Arkansas are required to use the same application for approval. All applications are scored according to the Scoring Rubric and all representatives must attend the mandatory interviews. Scores must meet the required score before put on the approved SES provider list.

**Describe how Arkansas will provide access to transparent information on the quality of approved SES providers to LEAs, parents and community members.**

The provider is required to submit to the school district and Arkansas Department of Education (ADE) a final written report, with supporting data, that summarizes the progress of all students served with their supplemental services. This information will be used to help determine if a provider will remain on the state-approved list.

Arkansas' Transparency and Public Information Act 902 further ensures providers to report all information to districts, House and Senate Education committees and Arkansas Department of Education. Districts are required to publish these reports on their website for parents.

Arkansas added another process in the SES application in 2011-2012. The results of the annual review of providers will be published on ADE's website.

### **Approval Status and Performance Requirements**

Approval is for those supplemental educational service providers who demonstrate a strong track record of effectiveness and obtain scores assigned by the Readers' Panel. All approved

applicants must be able to demonstrate the capacity for meeting the minimum requirements. Applicants that meet the requirements of the Department shall be recommended for approval for a period of three years. However, providers will be evaluated at the end of each school year to determine a performance category rating. This rating will determine if the provider will continue to remain on the State approved list during the three year period. Providers will be measured in three categories: (1) Academic Achievement, (2) Customer Satisfaction and (3) Program Compliance. The results of the three categories will be combined to determine the performance category rating (categories are listed below). Ratings will be assigned and posted on the ADE's website annually.

### Performance Categories

<b>Approved</b>	The provider has met compliance requirements and has demonstrated positive achievement effects. The provider is approved without reservation to continue services in the following year.	Designations recommended for providers annually
<b>Satisfactory</b>	The provider has met compliance requirements, but has insufficient data available regarding achievement effects. The provider may also have only New and Emerging evidence of effectiveness, requiring a limit on total number of students served, but still meets compliance requirements.	
<b>Probation I</b>	The provider has minor compliance violations and/or has not demonstrated positive achievement effects. The provider may also have weak or negative service delivery outcomes.	Must submit corrective action plan within 10 days of designation
<b>Probation II</b>	The provider has compliance violations and/or has not demonstrated positive achievement effects. The provider also may have been in Probation I status the prior year and failed to improve implementation outcomes.	
<b>Removal</b>	The provider has serious compliance violations or the provider may have been in Probation II status last year and failed to improve service delivery outcomes. The provider also may have been in Probation II status and failed to produce positive achievement effects.	Failure to correct deficiencies will result in removal

**School Level Performance Descriptors for  
Arkansas' Standards and Indicators for School  
Improvement**

**ARKANSAS DEPARTMENT OF  
Education**

**Fall 2006**

**ARKANSAS DEPARTMENT OF**

**Education**

**Tom W. Kimbrell, Ed.D., Commissioner of Education**

**Laura Bednar, ED.D, Assistant Commissioner**

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## Preface

This publication is one of a number of tools available to help schools forge a path leading to success. This tool is intended to work in conjunction with Arkansas' *Standards and Indicators for School Improvement Scholastic Audit Guidebook*. Together, these two documents allow schools to identify opportunities for improvement and provide guidance for maximizing those opportunities through planning and the development of the Arkansas Comprehensive School Improvement Plan (ACSIP).

The Arkansas Department of Education (ADE) is appreciative to Kentucky's Commissioner of Education and staff for allowing the ADE the use of the documents *Performance Descriptors for Kentucky's Standards and Indicators for School Improvement* and the *Scholastic Audit Guidebook*, and for the generous technical assistance and support given to the ADE for implementing and conducting Scholastic Audits in Arkansas.

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 25-15-201 et seq., and Act 35 (Rules).

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**ACADEMIC PERFORMANCE STANDARD 1 – CURRICULUM**  
**Standard 1: The school develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.**

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>1.1 Curriculum</b></p> <p><b>1.1a</b>  <b>There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local curriculum documents/units of study/lesson plans</li> <li>Curriculum maps</li> <li>Staff member, student and parent/family member interviews</li> <li>Skills standards documents</li> <li>Professional resource materials</li> <li>Pacing Guides</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The school or district initiates active collaboration among schools within the district to ensure alignment.</li> <li>The school or district initiates collaboration among schools to prioritize and sequence the curriculum to promote mastery of learning.</li> </ul>	<ul style="list-style-type: none"> <li>The implemented curriculum is directly based on and fully aligned with Arkansas' standards documents and defines what students should know and be able to do in all content areas.</li> <li>The content and sequence of the implemented and fully aligned curriculum promotes mastery of learning.</li> <li>The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and is culturally responsive.</li> </ul>	<ul style="list-style-type: none"> <li>The implemented curriculum is aligned with one or two of Arkansas' standards documents. Essential knowledge, skills and processes are not sufficiently identified.</li> <li>The implemented curriculum allows, but does not always intentionally promote, mastery of learning.</li> <li>The implemented curriculum is sometimes age and developmentally appropriate and culturally responsive, but the effort is not intentional.</li> </ul>	<ul style="list-style-type: none"> <li>The implemented curriculum is based on resources (e.g., textbooks) other than Arkansas' standards.</li> <li>The implemented curriculum accomplishes only content coverage rather than mastery of learning.</li> <li>The implemented curriculum is not age and developmentally appropriate.</li> <li>The implemented curriculum does not clearly identify connections within or between content areas or the connections are either inaccurate or insignificant.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>1.1b</b> The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local and state curriculum documents</li> <li>Documentation of professional development days</li> <li>School and district curriculum committee meeting minutes</li> <li>School and district staff member interviews</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions by grade level across content areas to ensure state and local curriculum standards are articulated throughout the district.</li> <li>The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions throughout all grade levels within each content area to ensure state and local curriculum standards are articulated throughout the district.</li> </ul>	<ul style="list-style-type: none"> <li>The district initiates and facilitates sustained discussions by grade level across content areas (horizontal articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools to ensure full implementation.</li> <li>The district initiates and facilitates sustained discussions throughout all grade levels within each content area (vertical articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools to ensure full implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The district occasionally initiates discussions by grade level across content areas to address state and local curriculum standards, but the effort is not sustained.</li> <li>The district occasionally initiates discussions throughout grade levels within content areas to address state and local curriculum standards, but the effort is not sustained.</li> </ul>	<ul style="list-style-type: none"> <li>The district does not formally initiate discussions on horizontal articulation.</li> <li>The district does not formally initiate discussions on vertical articulation.</li> </ul>
	<ul style="list-style-type: none"> <li>The school meets regularly with common grade level schools within the district to ensure horizontal articulation.</li> <li>Designated school personnel facilitate formal curricular discussions to ensure vertical and horizontal articulation.</li> </ul>	<ul style="list-style-type: none"> <li>The school initiates and continues internal discussions among all teachers to ensure horizontal articulation.</li> <li>The school initiates and continues discussions with feeder/receiver schools to ensure vertical articulation.</li> </ul>	<ul style="list-style-type: none"> <li>The school initiates internal discussions to ensure horizontal articulation, but the effort is not sustained.</li> <li>The school initiates discussions with the feeder/receiver schools to ensure vertical articulation, but the effort is not sustained.</li> </ul>	<ul style="list-style-type: none"> <li>The school does not have internal discussions that ensure horizontal articulation.</li> <li>The school does not discuss vertical articulation with the feeder/receiver schools.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>1.1c</b> The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Curriculum documents and curriculum maps</li> <li>School and district curriculum meeting minutes</li> <li>Documentation of professional days</li> <li>School and district staff member interviews</li> <li>School Improvement Plan/Arkansas Comprehensive School Improvement Plan (ACSIP)</li> <li>Local board of education policies and meeting minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The local board of education adopts board policy requiring schools to fully implement the district process. The district provides support and follow-up to ensure implementation of the policy.</li> </ul>	<ul style="list-style-type: none"> <li>The district (in consultation with schools) develops, communicates and implements a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for school improvement efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>The district has developed, but has not fully implemented, a process to eliminate unintentional curricular overlaps.</li> </ul>	<ul style="list-style-type: none"> <li>The district makes no attempt to reduce unintentional curricular overlaps.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>1.1d</b> There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• Individual Graduation Plans (grades 7-12)</li> <li>• Curriculum documents</li> <li>• School and district staff member interviews</li> <li>• Meeting minutes</li> <li>• Guidance materials</li> <li>• Local board of education policies and meeting minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The district provides equitable resources (e.g., stipends, substitutes, materials, transportation) to ensure successful transition planning for all students in all schools throughout the district and with other institutions. The process is fully developed, communicated, implemented and evaluated for impact.</li> </ul>	<ul style="list-style-type: none"> <li>• The district systematically facilitates discussion within (e.g., from primary to 4/5, from grade 9 to grade 10) and between (e.g., from elementary to middle school, from middle school to high school) schools to identify key curriculum transition points.</li> </ul>	<ul style="list-style-type: none"> <li>• The district occasionally facilitates discussions within and between schools to address key curriculum transition points but the process is not systematic nor evaluated for impact.</li> </ul>	<ul style="list-style-type: none"> <li>• The district does not facilitate discussions within or between schools to identify key curriculum transition points.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>1.1e</b> The school curriculum provides specific links to continuing education, life and career options.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Units of study/lesson plans</li> <li>• Work-based learning programs</li> <li>• Articulation agreements</li> <li>• Availability of local resources</li> <li>• Field trips, field experiences, community mentoring programs</li> <li>• Perception surveys</li> <li>• Staff, family, student and community members' interviews</li> <li>• Allocation of resources</li> <li>• Individual Graduation Plans</li> <li>• Transition data</li> <li>• Media materials</li> <li>• Advisor/advisee agenda</li> <li>• Guidance materials</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The curriculum consistently emphasizes connections and provides experiences (e.g., advisor/advisee, career planning fair, college fair, career majors) that present a variety of post-secondary education and career options.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum provides intentional connections (e.g., dual credit courses, articulation agreements, early college courses) to familiarize all students with a variety of post-secondary education and career options.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum provides some connections that present post-secondary education and career options, but the effort is not intentional across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum does not provide connections to post-secondary education and/or career options.</li> </ul>
	<ul style="list-style-type: none"> <li>• The curriculum intentionally integrates and expands learning opportunities in school and within the community (e.g., mentoring, service learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge and processes that prepare all students to be self-sufficient and productive citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum includes some opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens, but opportunities for application of learning are not authentic.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum does not include opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens.</li> </ul>
	<ul style="list-style-type: none"> <li>• The school curriculum ensures that all students exit the seventh grade with and continue thereafter to develop and implement an Individual Graduation Plan (Smart Core) and a career portfolio for use in making a successful transition from high school to adult life.</li> </ul>	<ul style="list-style-type: none"> <li>• Each student (grades 7-12) has an implemented Individual Graduation Plan (Smart Core) collaboratively developed by the student, parents and advisor. These plans are reviewed and revised annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Not every student (grades 7-12) has an implemented Individual Graduation Plan (Smart Core). Student and/or parental input is not always sought for revisions to the plans.</li> </ul>	<ul style="list-style-type: none"> <li>• The school does not have Individual Graduation Plans for students (grades 7-12).</li> </ul>

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>1.1f</b> In place is a systematic process for monitoring, evaluating and reviewing the curriculum.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local board of education policies and meeting minutes</li> <li>ACSSIP</li> <li>Data analysis summaries/reports</li> <li>School and district curriculum committee meeting minutes</li> <li>School and district staff member interviews</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The school analyzes student performance data and reviews their policies and procedures to make data-informed curricular improvement decisions.</li> <li>The district initiates collaboration among schools within the district to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curriculum and to ensure that school staff members are cognizant of the most up-to-date curricular trends.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has adopted curriculum policy and school leadership has implemented procedures to address curriculum issues (e.g., curriculum development, alignment and revision; vertical and horizontal articulation; key transition points).</li> <li>The district has a curriculum committee that meets regularly and uses multiple indicators of student performance in a systematic process for monitoring, evaluating, reviewing and making recommendations for any needed revisions to the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The district has curriculum policy and school leadership has procedures to address curriculum issues, but they are not always fully implemented.</li> <li>The district has a process for curriculum review and revision, but the process is not always fully implemented or evaluated for impact.</li> </ul>	<ul style="list-style-type: none"> <li>The district does not have a curriculum policy.</li> <li>The district does not have a process for monitoring, evaluating, reviewing and/or revising the curriculum.</li> <li>The school does not have a curriculum committee, or the existing committee never meets.</li> </ul>
	<ul style="list-style-type: none"> <li>Designated school staff members initiate collaboration with other schools to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curricula of the schools and to ensure that school staff members are cognizant of the most up-to-date curricular trends.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a curriculum committee that meets regularly and uses multiple indicators of student performance (e.g., local and state standards, student performance on classroom and state assessments, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions to the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The school curriculum committee monitors and revises the curriculum based on a single or irrelevant indicator(s) of student performance.</li> </ul>	

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>1.1g</b> The curriculum provides access to an academic core for all students.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Curriculum documents</li> <li>Units of study/lesson plans</li> <li>Individual student schedules</li> <li>Student handbook</li> <li>Individual Education Plans/504 Plans/Academic Improvement Plans</li> <li>Student and family member interviews</li> <li>Individual Graduation Plans</li> <li>Master school schedule</li> <li>Course syllabi</li> <li>Curriculum policy</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The curriculum is challenging and provides expanded opportunities (e.g., field experiences, shadowing, apprenticeships, work-based learning, foreign exchange) in all content areas beyond the common academic core.</li> <li>The curriculum elicits higher order thinking and problem solving from all students and provides opportunities for authentic application of these skills.</li> <li>The curriculum provides interdisciplinary courses to accommodate the learning needs of all students while maintaining expectations for high academic performance.</li> <li>The curriculum standards and expectations in all content areas are identified and communicated to all stakeholders.</li> <li>The school extends learning opportunities beyond the physical boundaries of the school for all students to access Arkansas' Academic Content Standards and Student Learning Expectations in ways that are compatible with the varied interests of the school's diverse student population.</li> </ul>	<ul style="list-style-type: none"> <li>A challenging curriculum that addresses an academic core is available to all students.</li> <li>The curriculum elicits higher order thinking and problem-solving skills from all students at age and developmentally appropriate levels.</li> <li>The curriculum accommodates the learning needs of all students while maintaining consistent expectations for high academic performance.</li> <li>The curriculum standards and expectations in all content areas are identified and communicated to all students.</li> <li>Course offerings provide opportunities for all students to access Arkansas' Academic Content Standards and Student Learning Expectations.</li> </ul>	<ul style="list-style-type: none"> <li>A challenging curriculum that addresses an academic core is offered to only some students.</li> <li>Some of the curriculum elicits higher order thinking and problem-solving skills from students at age and developmentally appropriate levels.</li> <li>The curriculum accommodates the learning needs of only some students and/or does not maintain expectations for high academic performance.</li> <li>The curriculum standards and expectations in content areas are occasionally identified and communicated to students.</li> <li>Course offerings provide limited opportunities for all students to access a curriculum that is aligned to Arkansas' Academic Content Standards and Student Learning Expectations.</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum is not challenging or does not provide an academic core.</li> <li>The curriculum does not elicit higher order thinking and problem-solving skills from students.</li> <li>The curriculum does not accommodate the learning needs of students.</li> <li>The curriculum standards and expectations in content areas are not identified and communicated to students.</li> <li>Course offerings do not provide opportunity for all students to access a curriculum that is aligned to Arkansas' Academic Content Standards and Student Learning Expectations.</li> </ul>

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**ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION/ASSESSMENT**  
**Standard 2: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.**

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>2.1 Evaluation/Assessment</b></p> <p><b>2.1a</b>  <b>Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Content Standards.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Units of study, lesson plans</li> <li>• Samples of classroom assessments</li> <li>• Samples of student work products</li> <li>• Student and staff member interviews</li> <li>• Classroom walkthrough observations</li> <li>• Local board of education policy</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• All assessments are aligned with Arkansas' Academic Content Standards and a number of these assessments are also interdisciplinary and multi-modal.</li> <li>• School leaders and other staff members develop and implement a systematic, school-wide classroom assessment program to ensure continuous student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• All assessments are aligned with Arkansas' Academic Content Standards.</li> <li>• The local board of education adopts classroom assessment policy and school leadership implements procedures to ensure that classroom assessments are frequent, authentic, not textbook driven and are consistently used to ensure continuous student progress.</li> <li>• Teacher-designed assessment tasks are intentionally standards-based, rigorous and authentic that require students to use inquiry, problem-solving and higher-order critical thinking skills at a proficient level.</li> </ul>	<ul style="list-style-type: none"> <li>• Some assessments are aligned with Arkansas' Academic Content Standards; some are based on other content (e.g., textbooks).</li> <li>• Local board of education assessment policy addresses classroom assessments but either the policy does not require frequent assessments or procedures are not implemented by school leadership requiring the assessments to be used to ensure continuous student progress.</li> <li>• Teacher-designed assessments are not always rigorous and/or authentic. The assessments do not always elicit proficient student work.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments are not aligned with Arkansas' Academic Content Standards.</li> <li>• District policy does not address classroom assessments.</li> <li>• Teacher-designed assessments are neither rigorous nor authentic.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>2.1b</b> Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Samples of assessments</li> <li>• Staff member interviews</li> <li>• Lesson plans</li> <li>• Professional resource materials</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• All teachers within and across all content areas collaborate to design appropriate authentic assessment tasks that are aligned with Arkansas' Academic Content Standards and informed by current research.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers intentionally and regularly collaborate to design appropriate authentic, not textbook driven, assessment tasks (e.g., exhibits, videos, story boards) aligned with Arkansas' Academic Content Standards.</li> <li>• All assessment tasks require valid and appropriate demonstrations of what students should know and be able to do. Students are provided choice from a range of forms of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers sometimes collaborate to design authentic assessment tasks, but the assessments are not always aligned with Arkansas' Academic Content Standards.</li> <li>• Some assessment tasks require valid and appropriate demonstrations of what students should know and be able to do. Students are not always provided choice in forms of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers rarely collaborate to design authentic assessment tasks, and the assessments are not aligned with Arkansas' Academic Content Standards.</li> <li>• Assessment tasks do not require valid and appropriate demonstrations of what students should know and be able to do.</li> </ul>
	<ul style="list-style-type: none"> <li>• School and district leaders model and participate in the collaborative design of assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• The collaborative design of assessment tasks is ongoing and regularly reviewed with school leadership; appropriate feedback is provided to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• The collaborative design of assessment tasks is reviewed with school leadership, but feedback is not provided to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• The collaborative design of assessment tasks is neither ongoing nor reviewed with school leadership.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>2.1c</b> Students can articulate the academic expectations in each class and know what is required to be proficient.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Student, staff member and parent/family member interviews</li> <li>• Rubrics</li> <li>• Student work with rubrics and identified performance expectations are identified in common skill areas</li> <li>• Student journals/learning logs</li> <li>• Classroom displays</li> <li>• Classroom walkthrough observations</li> <li>• Student Performance Level Descriptions</li> <li>• Student questionnaire data</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Teachers collaborate with students and other teachers to develop clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas.</li> <li>• Students can articulate what they should know and be able to do to be proficient in all content areas, and they can demonstrate connections among academic disciplines.</li> <li>• Students intentionally reflect upon, evaluate, identify areas for improvement in and modify their own performances. Students can communicate these concepts to teachers, parents and peers in student-led conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers collaborate to develop and use clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas.</li> <li>• Students can articulate what they should know and be able to do to be proficient in each content area. Students can describe the characteristics of quality work.</li> <li>• Students reflect upon and formally evaluate their own performances. Students share their self-evaluations with teachers and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers collaborate to develop clearly defined rubrics to assess what students know and are able to do to be proficient in some content areas.</li> <li>• Some students can articulate what they should know and be able to do to be proficient in each content area.</li> <li>• Students reflect upon their work but do not formally evaluate their own performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers do not collaborate on the development of clearly defined rubrics that provide clear content and performance expectations for students.</li> <li>• Students cannot articulate what they should know and be able to do to be proficient.</li> <li>• Students neither reflect upon nor evaluate their own work.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>2.1d</b>  <b>Test scores are used to identify curriculum gaps.</b>  <b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Student Performance Level Descriptions</li> <li>• Classroom evaluation data</li> <li>• Protocols for analyzing student work</li> <li>• Appropriate committee meeting minutes</li> <li>• Career and technical education profile</li> <li>• School Report Card</li> <li>• School Improvement Report</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The practice of the school ensures a clear process for the ongoing analysis of assessment data from multiple sources to identify curricular issues and gaps.</li> <li>• The school leadership, school staff members and other stakeholders monitor the implementation of curricular, instructional and assessment modifications and provide assistance and support to ensure that the implementation effort is sustained.</li> </ul>	<ul style="list-style-type: none"> <li>• The school leadership, school staff members and other stakeholders use the results of data analysis to modify curricular, instructional and assessment practices as needed for all students and subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• School staff members analyze the results of a single assessment or disaggregation of the data to identify curricular gaps or instructional implications that are incomplete.</li> <li>• School staff members use the results of data analysis for communication purposes but not to modify curricular, instructional and assessment practices.</li> </ul>	<ul style="list-style-type: none"> <li>• School staff members do not use the results of data analysis.</li> <li>• School administrator does not involve staff or stakeholders in the curricular gap analysis.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>2.1e</b> Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Open-response questions, culminating events/performance tasks/projects, teacher developed tests with accompanying scoring guides</li> <li>• Documentation of professional development days</li> <li>• Units of study/lesson plans and the accompanying assessment tasks</li> <li>• Staff member and student interviews</li> <li>• Student questionnaire data</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• There are opportunities for students to design ways to demonstrate learning based on multiple intelligences and preferred learning styles.</li> <li>• Instructional staff members and students analyze multiple forms of classroom assessments to determine necessary instructional modifications to ensure student learning at the proficient level across content areas.</li> <li>• Students receive meaningful, ongoing feedback from a variety of sources (e.g., staff members, family members, peers) on their performances and use the feedback to continuously strengthen future performances.</li> </ul>	<ul style="list-style-type: none"> <li>• There are multiple opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles.</li> <li>• Multiple forms of classroom assessments are analyzed to determine necessary instructional modifications (e.g., resources, timeframes for learning, lesson plans, units of study) to ensure student learning at the proficient level.</li> <li>• Students receive meaningful feedback from teachers and are encouraged to use the feedback to continuously strengthen future performances.</li> </ul>	<ul style="list-style-type: none"> <li>• There are occasional opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles.</li> <li>• There are a limited variety of classroom assessment tasks and they are only occasionally analyzed to determine necessary instructional modifications.</li> <li>• Students do not always receive meaningful feedback that enables them to improve future performances.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no opportunity for students to choose ways in which they demonstrate learning.</li> <li>• Classroom assessment tasks are not analyzed for impact on instruction.</li> <li>• Students receive no meaningful feedback on their performances.</li> </ul>

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		<b>Ratings of Performance</b>			
<b>Indicator</b>	<b>4 Exemplary level of development and implementation</b>	<b>3 Fully functioning and operational level of development and implementation</b>	<b>2 Limited development or partial implementation</b>	<b>1 Little or no development and implementation</b>	
<p><b>2.1f</b> Performance standards are clearly communicated, evident in classrooms and observable in student work.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Examples of assessment tasks with rubrics and student work</li> <li>• Student performance models</li> <li>• Teacher and student interviews</li> <li>• Rubrics posted in classrooms</li> <li>• Student Performance Level Descriptors</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Teachers use performance standards and performance level descriptions to collaborate with students and other teachers to develop clearly defined rubrics prior to assignments/assessments.</li> <li>• Models of actual student performances and teacher-developed examples are shared across content areas and grade levels. School leadership provides support to teachers to ensure school-wide implementation of strategies to improve student performance.</li> <li>• Teachers, students and other instructional staff members collaborate to design classroom assessment tasks across content areas that allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions.</li> <li>• Student assessment tasks are designed to be age and developmentally appropriate and are designed with input from the students.</li> <li>• By school policy and practice, teachers and other staff members engage in regular and meaningful two-way communication with families about student progress and identify effective ways to involve parents to support students' success.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use performance standards and performance level descriptions to develop clearly defined rubrics that are shared with students prior to the beginning of the instructional sequence.</li> <li>• Models of actual student performances and teacher-made examples are used to clarify the task and to show distinctions between the levels of performance. Strategies for improving student performance are regularly identified, discussed, implemented in the classroom and observable in student work.</li> <li>• Classroom assessment tasks allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions.</li> <li>• Student assessment tasks are designed to be age and developmentally appropriate.</li> <li>• School leadership ensures that teachers provide regular and meaningful communication to families about student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers occasionally use performance standards and performance level descriptions to develop clearly defined rubrics and/or the rubrics are seldom shared with students.</li> <li>• Models of actual student performances and teacher-made examples are occasionally used to clarify the task and to show distinctions in the levels of performance. Strategies for improving student performance are identified and discussed but are not always implemented in the classroom or observable in student work.</li> <li>• Classroom assessment tasks sometimes allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions.</li> <li>• Student assessment tasks are not always designed to be age and developmentally appropriate.</li> <li>• The school leadership expects teachers to communicate with families about student progress on a regular basis, but the practice is not implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance standards and performance level descriptions are not used to develop rubrics and/or rubrics are not shared with students.</li> <li>• Models of student performance are not used to clarify the task or to show the distinctions in the levels of performance.</li> <li>• Classroom assessment tasks do not allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions.</li> <li>• Student assessment tasks are not designed to be age and developmentally appropriate.</li> <li>• The school leadership does not expect teachers to communicate with families about student progress beyond the traditional reporting of grades.</li> </ul>	

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>2.1g</b> Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local board of education policies</li> <li>Testing schedules</li> <li>Examples of communications about the state assessment</li> <li>Staff member, student and parent/family member interviews</li> <li>Signed Assurance documents</li> <li>Individual Education Plans/504 Plans/Academic Improvement Plans</li> <li>School Report Card</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>School/district leadership has a process for ongoing monitoring of and assistance for the ethical administration of the state's assessment and accountability system.</li> <li>School/district leadership monitors the implementation of the policies and operational procedures that address the state's assessment and accountability system.</li> <li>School/district leadership develops a testing schedule and communicates that schedule and comprehensive information on the purposes of assessment to staff members, students, parents/family members and community members.</li> <li>School/district leadership supports teachers in their efforts to seamlessly integrate the use of assessment accommodations for individual students into the instructional program of eligible students.</li> </ul>	<ul style="list-style-type: none"> <li>School/district leadership provides training on the administration of and ethics procedures for the state assessment program (e.g., testing practices, testing schedule, inclusion of special populations) for all persons involved in the process.</li> <li>The local board of education adopts policies and school and district leadership implements operational procedures that address the state's assessment and accountability system.</li> <li>School/district leadership develops a testing schedule and communicates that schedule and comprehensive information on the purposes of assessment to staff members, parent/family members and students.</li> <li>Assessment accommodations for individual students follow state regulations.</li> </ul>	<ul style="list-style-type: none"> <li>School/district leadership conducts a meeting with test administrators and provides copies of administrative and ethics procedures for the state assessment program.</li> <li>The local board of education addresses the state's assessment and accountability system in their policies or operational procedures, but the policies and procedures are not implemented.</li> <li>School/district leadership provides general information, but few details about the purposes of assessment or about the testing schedule to teachers and students.</li> <li>Assessment accommodations for individual students do not always follow state regulations.</li> </ul>	<ul style="list-style-type: none"> <li>School/district leadership distributes copies of administration and ethics procedures of the state assessment program to the staff.</li> <li>The local board of education does not have policies or operational procedures that address the state's assessment and accountability system.</li> <li>School/district leadership provides no information about the assessment.</li> <li>Assessment accommodations for individual students are not provided or are provided for ineligible students.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Staff member and student interviews</li> <li>Samples of classroom assessments</li> <li>Student working folders/portfolios</li> <li>Results of analysis of student work</li> <li>Student Performance Level Descriptions</li> <li>Documentation of professional development days</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels.</li> <li>Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis are applied to inform curricular decision-making and to make connections within and beyond the implemented curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels.</li> <li>Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis consistently inform teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented.</li> <li>Student work is occasionally analyzed, but results of the analysis do not consistently impact teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have not received training in protocols for analyzing student work.</li> <li>Student work is not analyzed.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers collaborate across all content areas and grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and classroom assessment to enhance student achievement.</li> <li>Students complete culminating performances as a demonstration of their growth over time.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers regularly collaborate within content areas and/or grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Some teachers analyze student work to revise instruction, curriculum and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers do not analyze the student work to impact and revise instruction, curriculum and assessment.</li> </ul>
		<ul style="list-style-type: none"> <li>Teachers use student profiles and/or portfolios in all content areas as a way to measure student growth over time.</li> </ul>	<ul style="list-style-type: none"> <li>Some teachers use student profiles and/or portfolios as a way to measure student growth over time.</li> </ul>	<ul style="list-style-type: none"> <li>Student profiles and/or portfolios are not used to measure student growth over time.</li> </ul>

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Standard 3: The school's instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance.

ACADEMIC PERFORMANCE STANDARD 3-INSTRUCTION

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>3.1 Instruction</b></p> <p><b>3.1a</b> There is evidence that effective and varied instructional strategies are used in all classrooms.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Lesson plans/units of study</li> <li>• Student work</li> <li>• Student questionnaire data</li> <li>• Perception data</li> <li>• Staff member and student interviews</li> <li>• Classroom walkthrough observations</li> <li>• Student journals/learning logs</li> <li>• Professional development</li> <li>• District/school professional development calendar</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• District leadership provides multiple forms of support that allow teachers to research and implement into their classrooms a variety of effective, student-centered, culturally responsive instructional strategies.</li> <li>• Classroom instruction accommodates various learning styles, multiple intelligences and brain research. Instruction is monitored to determine its effectiveness for diverse learners and modified as necessary.</li> <li>• Classroom activities require all students to use inquiry learning as well as higher-order thinking and problem solving skills.</li> <li>• As a result of content area and interdisciplinary connections that are implemented in classrooms, students are able to extend and apply knowledge and skills in new learning environments.</li> <li>• Teachers collaborate to develop standards-based, culturally responsive courses, units of study and lessons across content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use a variety of student-centered, culturally responsive instructional strategies (e.g., cooperative learning, learning centers, hands-on activities) found in current research to have a high likelihood of effectiveness.</li> <li>• Classroom instruction routinely accommodates various learning styles, multiple intelligences and brain research that include differentiation for the varied performance levels of students.</li> <li>• Classroom activities require all students to use higher-order thinking and problem-solving skills.</li> <li>• Content area and interdisciplinary connections are intentionally planned, implemented and observed in classroom instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers use student-centered instructional, culturally responsive strategies while others primarily use teacher-directed strategies (e.g., lectures, whole-group instruction, worksheets).</li> <li>• Classroom instruction sometimes accommodates various learning styles, multiple intelligences and brain research.</li> <li>• Classroom activities sometimes require students to use higher-order thinking or problem-solving skills.</li> <li>• Content area and interdisciplinary connections are sometimes implemented but are not intentionally planned as part of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use only teacher-directed instructional strategies.</li> <li>• Classroom instruction does not accommodate various learning styles, multiple intelligences and brain research.</li> <li>• Classroom activities require students to memorize facts and details but use little or no higher-order thinking or problem solving skills.</li> <li>• Teachers may include connections within their content areas, but they do not make interdisciplinary connections.</li> </ul>
		<ul style="list-style-type: none"> <li>• Courses, units of study and lessons are standards-based and culturally responsive requiring students to focus on guiding and essential questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Some courses, units of study and lessons are standards-based and/or culturally responsive.</li> </ul>	<ul style="list-style-type: none"> <li>• Courses, units of study and lessons are neither standards-based nor culturally responsive.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>3.1b</b>  <b>Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Lesson plans/units of study</li> <li>Course syllabi</li> <li>Staff member and student interviews</li> <li>Classroom walkthrough observations</li> <li>District assessments</li> <li>School wide assessments</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>District leadership provides multiple forms of support that assists teachers in the design/selection of instructional strategies that are aligned to the school curriculum, make connections across content areas/grade levels and seamlessly integrate pertinent assessment expectations for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Selection of instructional strategies is informed by analysis of the results of continuous assessment, standards-based units of study and current research. The instructional strategies are aligned to the district curriculum, which is based on the learning goals of the school, district and state.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional strategies are sometimes aligned to the district curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional strategies are aligned to the textbook and are not linked to the district curriculum.</li> </ul>
	<ul style="list-style-type: none"> <li>In addition to requiring assessment tasks that mirror those found on ACTAAP, learning activities further require students to complete assessment tasks similar to those on national assessments (e.g., ITBS, SAT, ACT, Plan, Explore).</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities routinely require students to complete assessment tasks similar to those on the state assessment (e.g., open-response questions, experiences with various types of reading, converting data to graphs).</li> </ul>	<ul style="list-style-type: none"> <li>Some learning activities require students to complete assessment tasks similar to those on the state assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities do not require students to complete assessment tasks similar to those on the state assessment.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>3.1c</b>  <b>Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Lesson plans/units of study</li> <li>• Classroom walkthrough observations</li> <li>• Student work</li> <li>• Staff member and student interviews</li> <li>• Student journals/learning logs</li> <li>• Academic Improvement Plans</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership and students collaborate to design a systematic process for ongoing monitoring of the effectiveness of instructional strategies and activities. Students provide feedback to teachers who use that feedback to modify instruction as necessary to meet the needs of the school's diverse student population.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership monitors classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership monitors classroom instruction but does not always provide feedback to teachers that would assist them in their efforts to modify instruction to meet the needs of a diverse student population.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not monitor classroom instruction.</li> </ul>
	<ul style="list-style-type: none"> <li>• Instructional strategies, activities and content intentionally elicit student products that demonstrate various learning styles, multiple intelligences and brain research.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional strategies, activities and content are intentionally responsive to various learning needs and learning styles of students and intentionally address multiple intelligences and brain research.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional strategies and activities may be responsive to the learning needs and learning styles of some students, but they are not intentionally planned to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional strategies and activities are not responsive to the learning needs or learning styles of students.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>3.1d</b></p> <p><b>Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Classroom walkthrough observations</li> <li>Master schedule</li> <li>List of teacher certifications</li> <li>Individual professional growth plans</li> <li>Units of study/lesson plans with examples of classroom assessments</li> <li>Student and staff member interviews</li> <li>Student work</li> <li>School Report Card</li> <li>Professional Development Plans (school)</li> <li>Participation in statewide professional development programs (ELLA, Effective Literacy, etc.)</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>School leadership in conjunction with the local board of education and district leadership recruits and provides financial incentives to retain teachers who are either already National Board certified or who agree to immediately seek such certification. The local board of education and district leadership assists school leadership in this effort.</li> </ul>	<ul style="list-style-type: none"> <li>School leadership intentionally recruits and retains a diverse staff of licensed and highly qualified personnel to teach in their assigned areas and/or grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>School leadership recruits personnel licensed to teach in their assigned areas/grade levels, but recruitment is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff.</li> </ul>	<ul style="list-style-type: none"> <li>School leadership does not recruit personnel who are licensed to teach in their assigned areas or grade levels.</li> </ul>
	<ul style="list-style-type: none"> <li>A number of teachers seek National Board Certification or other forms of professional recognition in their designated field.</li> <li>Teachers and administrators collaborate in a school-wide professional development program, including coaching and mentoring, that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are appropriately licensed and highly qualified</li> <li>All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.</li> </ul>	<ul style="list-style-type: none"> <li>A few teachers are not appropriately licensed or highly qualified</li> <li>Teachers participate in the required hours of professional development, but the professional development does not always update their content knowledge and current professional practices.</li> </ul>	<ul style="list-style-type: none"> <li>Many teachers are not appropriately licensed or highly qualified</li> <li>Teachers do not participate in professional development that updates their content knowledge and professional practices.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>3.1e There is evidence that teachers incorporate the use of technology in their classrooms.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Lesson plans/units of study</li> <li>Perception surveys</li> <li>Student and staff member interviews</li> <li>Classroom walkthrough observations</li> <li>District technology plan</li> <li>Samples of student work and products</li> <li>Local board of education policies</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>Teachers, students and other instructional staff members effectively use a variety of technology to extend learning, increase productivity and create products for various purposes, audiences and situations.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers appropriately use technology as an integral part of instruction in all content areas (e.g., research, product development, data organization) and support students in making choices in the use of technology to extend their learning and create products for various purposes, audiences and situations.</li> <li>Technology is regularly used to expand the classroom into the community (e.g., cable television, Web Quest, international electronic pen pals, virtual tools).</li> <li>Technology is readily available and equitably accessible to all students, and they are encouraged to use it as a way to demonstrate learning.</li> <li>The local board of education has established policy and school leadership has implemented procedures that define the effective use of technology in instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use technology as a part of instruction, but the technology is not seamlessly integrated into instruction across content areas.</li> <li>Technology sometimes expands the classroom into the community.</li> <li>Technology is available to students, but the accessibility is either limited or inequitable.</li> <li>The district has a technology policy, but it either does not address the instructional impact of technology or is not implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers do not use technology for instructional purposes.</li> <li>Teachers do not use technology to expand the classroom into the community.</li> <li>Technology is not readily available or accessible to students.</li> <li>The district does not have a technology policy.</li> </ul>
	<ul style="list-style-type: none"> <li>Community resources are identified and partnerships formed to expand technology from the classroom into the community.</li> <li>The school makes its technological resources available to community stakeholders during hours beyond the regular school day.</li> <li>The local board of education provides extensive technological resources to the school that allows technology to be effectively used in instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Principals evaluate the effective use of technology for instructional purposes during classroom observations and walkthroughs. Feedback and support are provided to teachers to assist them in modifying their instructional technology practices.</li> </ul>	<ul style="list-style-type: none"> <li>Principals expect teachers to use technology for instructional purposes, but the instructional use is neither monitored nor supported.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are not expected to use technology for instructional purposes.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and Implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>3.1f</b> Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Textbooks/Instructional resources purchasing plan/curriculum documents</li> <li>Perception surveys</li> <li>Student and staff member interviews</li> <li>Classroom walkthrough observations</li> <li>Media center inventory</li> <li>School budget/allocations</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>Community stakeholders form ongoing partnerships with the school and district to provide electronic and printed instructional resources (e.g., virtual library, public libraries, educational television, local historic sites) to effectively deliver the curriculum and support learning in the classrooms.</li> <li>Extensive resources are available in all content areas to support the school's implemented curriculum.</li> <li>The school's collection of instructional resources throughout the school and in all classrooms is evaluated in the context of the curriculum, current research and the needs of students and is regularly expanded as necessary in order to be responsive to the diversity of the students and to ensure that resources are current and proven to further student learning.</li> <li>The selection of instructional resources is research-informed to ensure that the selected resources are age and developmentally appropriate and differentiated to address the individual learning styles of the school's diverse student population.</li> <li>The media center provides an extensive variety of current and appropriate instructional resources to enhance the school's implemented curriculum and support the needs of the entire school community.</li> </ul>	<ul style="list-style-type: none"> <li>A sufficient variety of current electronic and printed instructional resources (e.g., digitized textbooks, voice to text) supplement instruction and learning in classrooms.</li> <li>Instructional resources are sufficient in all content areas to support the school's implemented curriculum.</li> <li>Instructional resources responsive to the diversity of students are selected and purchased after a thorough bias review of the considered materials. The school's collection of instructional resources is routinely reviewed, and items are replaced as necessary.</li> <li>Instructional resources are age and developmentally appropriate for all students.</li> <li>The media center provides current and appropriate instructional resources to support the school's implemented curriculum and the diverse needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>A limited variety of current instructional resources supplement instruction and learning in most classrooms.</li> <li>Instructional resources are sufficient in some content areas to support the school's implemented curriculum.</li> <li>Some of the instructional resources appropriately reflect diversity.</li> <li>Some of the instructional resources are age and/or developmentally appropriate.</li> <li>The media center provides current and appropriate instructional resources to support some areas of the school's implemented curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The textbook is the primary instructional resource used in most classrooms.</li> <li>Instructional resources are not available to support the school's implemented curriculum.</li> <li>Instructional resources do not appropriately reflect diversity.</li> <li>Instructional resources are not age and/or developmentally appropriate.</li> <li>The media center does not provide current and appropriate instructional resources to support the school's implemented curriculum.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>3.19</b> Teachers examine and discuss student work collaboratively and use this information to inform their practice.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Staff member interviews</li> <li>• Perception surveys</li> <li>• Lesson plans/units of study with feedback</li> <li>• Summaries of analysis of student work</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels.</li> <li>• Teachers and administrators meet regularly to collaboratively analyze student work, identifying individual student strengths and weaknesses and next steps for instruction.</li> <li>• Teachers collaboratively develop interdisciplinary open-response items similar to those found on ACTAAP. The student responses to these items are analyzed to determine the quality of the prompts, degree of student engagement and proficiency of student performance.</li> <li>• Students collaborate with teachers and peers to analyze their own work and provide feedback to the teachers based on the results of such analysis. Teachers use this feedback to inform their decision-making to improve their instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels.</li> <li>• Teachers meet regularly and collaboratively analyze student work (including writing samples) in all content areas identifying individual student strengths and needs to make instructional decisions.</li> <li>• Teachers collaboratively analyze student responses from released items to inform instructional practice and to improve student performance.</li> <li>• Individual teachers regularly analyze the work of their own students using the analysis results to inform their instructional practice. The school leadership provides assistance to teachers through mentoring, coaching and conferencing opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented.</li> <li>• Teachers meet occasionally to review student work, but results of the analysis do not always inform instructional practices.</li> <li>• Teachers collaboratively analyze student responses from released items. Results of the analysis are not always used to inform instructional practices.</li> <li>• Individual teachers analyze the work of their students. Results of the analysis are not always used to inform instructional practice and/or school leadership does not provide assistance to teachers in the process.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have not received training in protocols for analyzing student work.</li> <li>• Teachers do not meet to analyze student work.</li> <li>• Teachers do not analyze student responses from released items.</li> <li>• Individual teachers do not analyze the work of their students.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>3.1h</b> There is evidence that homework is frequent and monitored and tied to instructional practice.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Lesson plans/units of study</li> <li>Staff member, student and parent/family member interviews</li> <li>Classroom walkthrough observations</li> <li>Student homework with teacher feedback</li> <li>Local board of education policy</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>Students and teachers conference on the purpose of homework and the relationship between homework and class work. Students view homework as an extension of their learning and offer suggestions to teachers on different types of homework that would extend and deepen their knowledge and skills.</li> <li>Teachers collaborate to design homework within and across content areas and grade levels that is part of their curriculum mapping process and unit design and that is linked to the content and skills of the school's curriculum and to clearly defined performance standards.</li> <li>Instructional follow-up, teacher feedback and opportunities for student self- and peer-evaluations, focusing on content and performance standards, are provided for all homework assignments. Teachers use feedback from homework assignments to inform their decision-making to improve their instructional practice.</li> <li>Students and teachers provide formal feedback to the school leadership on the efficacy of the homework policy and procedures as a systematic process to enhance student learning. The school district considers the feedback when reviewing policy.</li> </ul>	<ul style="list-style-type: none"> <li>Students can articulate the purpose of homework and the relationship between class work and homework and view homework as essential to their learning.</li> <li>Homework in all classrooms is monitored and frequent and intentionally extends student learning and provides opportunities for authentic application.</li> <li>Instructional follow-up and specific, timely teacher feedback focusing on content and performance standards are provided to individual students for all homework assignments.</li> <li>The local board of education has adopted a homework policy and school leadership has fully implemented procedures regarding homework.</li> </ul>	<ul style="list-style-type: none"> <li>Students can sometimes articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work, but the purpose and relationship are not always clear.</li> <li>Homework in some classrooms is monitored and frequent, extends student learning and connects to real world experiences.</li> <li>Instructional follow-up or specific teacher feedback is sometimes provided for homework assignments for individual students.</li> <li>The local board of education has adopted a homework policy and school leadership has established procedures regarding homework, but the procedures are not fully implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Few students can articulate the relationship between class work and homework.</li> <li>Homework does not extend student learning.</li> <li>Instructional follow-up for homework is not provided.</li> <li>The district does not have a homework policy.</li> </ul>

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Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>4.1 School Culture</b></p> <p><b>4.1a</b> There is leadership support for a safe, orderly, and equitable learning environment.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>School/district safety plan</li> <li>Student/parent/staff handbooks</li> <li>Emergency drill plans</li> <li>School climate/culture audits</li> <li>School accident/student health reports</li> <li>Discipline infraction records</li> <li>Attendance records</li> <li>Student, parent, school staff and district staff interviews</li> <li>Facility inspection reports</li> <li>Health department inspection reports</li> <li>Fire marshal reports</li> <li>Student discipline reports</li> <li>ACSIIP</li> <li>Facility work orders</li> <li>Classroom walkthrough observations</li> <li>Staff extra-duty schedule</li> <li>Safe schools data reports</li> <li>Local board of education policies and meeting minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>Community members (e.g., architects, facility experts, emergency support personnel) provide proactive assistance, guidance and support to schools in an effort to ensure a safe, healthy, orderly and equitable learning environment.</li> <li>School leadership collaborates with community representatives to design policy and identify procedures that ensure a safe, healthy, orderly and equitable learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment.</li> <li>The local board of education adopts classroom management and discipline policy and school leadership implements procedures to provide a safe, healthy, orderly and equitable learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>The physical structures of the school generally provide students and staff with a safe, healthy, orderly and equitable learning environment, but the condition of the structures could be improved.</li> <li>The local board of education adopts classroom management and discipline policy to provide a safe, healthy, orderly and equitable learning environment, but either the policy is inadequate or school leadership does not fully implement procedures congruent with the policy.</li> <li>School leadership has established operational procedures to minimize disruptions, but the procedures are not always enforced.</li> <li>Academic/behavior standards are defined but may not be clearly communicated to students or equitably applied.</li> <li>Learning environment data are not collected on a regular basis or the data are not analyzed for use in planning and decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>The physical structures of the school do not provide a safe, healthy, orderly and equitable learning environment.</li> <li>School policy does not address the establishment of a safe, healthy, orderly and equitable learning environment.</li> <li>School leadership has not established operational procedures to minimize disruptions.</li> <li>School leadership has not established operational procedures to minimize disruptions.</li> <li>Academic and behavior standards have not been well defined, clearly communicated to students and/or equitably applied.</li> <li>Learning environment data are not collected.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>4.1b</b>  <b>Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Faculty meeting agenda</li> <li>• School mission, belief and vision statements</li> <li>• Documentation of professional development days</li> <li>• Student, staff member, parent/family member and community member interviews</li> <li>• School calendar showing motivational and celebratory events</li> <li>• Classroom walkthrough observations</li> <li>• Individual Education Plans/504 Plans/Academic Improvement Plans</li> <li>• Lesson plans</li> <li>• Classroom assessments</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The practice of school leadership includes support for learning during extracurricular and co-curricular activities.</li> <li>• Family members, business leaders and other community members establish collaborative partnerships to design, initiate and sustain authentic learning experiences in support of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The practice of school leadership demonstrates a commitment to high academic expectations for all students.</li> <li>• School leadership and staff members facilitate ongoing learning experiences designed to encourage family members, business leaders and other community members to share in the school's vision of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership claims a commitment to high academic expectations for all students but does not demonstrate that commitment in practice.</li> <li>• School leaders and staff members make limited efforts to share the school's vision of student learning with other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not demonstrate a commitment to high academic expectations for all students.</li> <li>• School leaders and staff make no effort to share the school's vision of student learning with other stakeholders.</li> <li>• Teachers do not share success stories even when opportunities are available.</li> </ul>
	<ul style="list-style-type: none"> <li>• School leadership establishes a learning community and safe environment in which teachers can openly share successes and failures and constructively analyze and criticize practices and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership provides opportunities for teachers to regularly share their innovations (e.g., novel instructional strategies, effective resources, technology integration) that have resulted in higher student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership provides limited opportunities for teachers to share innovations that have resulted in higher student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not have a focus on continuous improvement in student learning.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>4.1c</b> Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Classroom walkthrough observations</li> <li>• Student, parent and staff interviews</li> <li>• School discipline plan/classroom management plan</li> <li>• Student and parent handbooks</li> <li>• Posted behavior standards</li> <li>• Posted academic standards and rubrics</li> <li>• Individual professional growth plans</li> <li>• Team/department/committee meeting agenda/minutes</li> <li>• Master schedule/use of instructional time</li> <li>• Student work</li> <li>• Library/media center usage</li> <li>• Extra-curricular and co-curricular program schedule</li> <li>• School Report Card</li> <li>• Safe schools data reports</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Students and staff members collaborate to establish, sustain and demonstrate in practice school-wide high academic expectations that are applicable to all.</li> <li>• Students and staff members collaborate to research and adopt an effective program of school-wide student behavior that emphasizes self-discipline and responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves and provide the structure and support to ensure student success.</li> <li>• Standards of student behavior are collaboratively developed, clearly communicated to stakeholders and equitably applied to all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers set high academic expectations for some students but not all.</li> <li>• Standards of behavior are developed by staff members and communicated to students but not equitably applied.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers do not set high academic expectations for students.</li> <li>• Standards of behavior exist but are neither communicated to students nor equitably applied.</li> </ul>



Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>4.1d</b> Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Staff interviews</li> <li>• School committee/faculty meeting agenda/minutes</li> <li>• Classroom walkthrough observations</li> <li>• Employee handbooks</li> <li>• Organizational charts</li> <li>• Work schedules</li> <li>• Job descriptions</li> <li>• Professional development agenda</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The mission and belief statements of the school are the decision-making filter and compass for staff members, students and family members in the work of the school.</li> <li>• Structures and systems maximize the potential for staff members to be collegially self-directed and empowered in both formal and informal decision-making regarding teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff members are knowledgeable of and make decisions guided by the school's mission and belief statements.</li> <li>• Structures and systems are effectively implemented to promote collaboration and collegiality in both formal (committee structure) and informal decision-making regarding teaching and learning.</li> <li>• Non-teaching (classified) staff members establish a professional learning community with teaching staff members to resolve challenges in their areas of responsibility (e.g., scheduling of routine maintenance/housekeeping to avoid disruption to instruction, maintaining "learning" bulletin boards in the cafeteria) to contribute to a positive learning environment for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members are aware of the school's mission and belief statements, but the statements do not always guide decision-making.</li> <li>• Decision-making structures and systems are in place but are not effectively implemented to promote collaboration and collegiality among staff members regarding teaching and learning.</li> <li>• Non-teaching (classified) staff members cooperate with teaching staff members when making decisions in their areas of responsibility that contribute to a positive learning environment for students.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's mission and belief statements do not guide decision-making.</li> <li>• Decision-making structures and systems to promote collaboration and collegiality among staff members regarding teaching and learning either do not exist or are not implemented.</li> <li>• Non-teaching (classified) staff members do not consider teaching and learning when making decisions in their areas of responsibility.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>4.1e</b>  <b>Teachers recognize and accept their professional role in student success and failure.</b>  <b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Staff member, student and parent/family member interviews</li> <li>Professional resources</li> <li>Samples of student evaluations of teachers</li> <li>School Report Card and trend data</li> <li>Documentation of professional development days</li> <li>Lesson plans/units of study</li> <li>Local board of education policies and meeting minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The district policy establishes clear guidelines and support structures for teachers and administrators to study, understand and act upon the role of teacher efficacy in student success.</li> <li>School leadership expects teachers to recognize and accept their professional role in student success and failure and provides opportunities for teachers to study the connection between instructional practices and student success and consider that connection in the design of their instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The district policy acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically review and revise instructional practice based on student performance.</li> <li>Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed.</li> <li>Teachers provide students with opportunities to evaluate the instructional performance of the teachers and use the feedback to improve their classroom practice as needed.</li> </ul>	<ul style="list-style-type: none"> <li>The district policy acknowledges the link between teacher efficacy and student performance, but either clear procedures are not set for staff members' use to review and revise practice based on student performance or the staff members do not implement the procedures.</li> <li>Teachers occasionally reflect on the impact of their instruction on the success of their students, but either the reflection is not a regular occurrence or does not lead to a change in classroom practices.</li> <li>Some teachers provide students with opportunities to evaluate their instructional performance, but opportunities (e.g., only at the end of the school year, only in certain classes) are limited.</li> </ul>	<ul style="list-style-type: none"> <li>The district does not have a policy linking teacher efficacy and student performance.</li> <li>Teachers do not reflect on the impact of their instruction on the success of their students as a way to improve student achievement.</li> <li>Teachers do not provide students with opportunities to evaluate the instructional performance of teachers.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>4.11</b> The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Class rosters</li> <li>• Enrollment data</li> <li>• Local board of education policies and meeting minutes</li> <li>• Parent, student and staff member interviews</li> <li>• Student schedules</li> <li>• Daily schedules</li> <li>• Lesson plans</li> <li>• Records of teacher certification/experience</li> <li>• Student/teacher ratio</li> <li>• Class offerings/course descriptions</li> <li>• School Report Card</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.</li> <li>• Students self-monitor their progress toward learning goals and collaborate with staff members to adjust flexible groupings.</li> <li>• The district provides additional fiscal resources beyond those required by the funding formula to lower student/teacher ratio below that required by state standards for accreditation.</li> <li>• District policy requires that decisive changes in staffing assignments, as well as the inclusion of community resources, be made based upon student achievement data in order to capitalize on the in-depth knowledge of specific persons on a variety of content. School and district leadership teams collaborate to discuss effective and ineffective master schedules to inform this change process.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.</li> <li>• Student groupings are created based on instructional needs and provide for flexible grouping and regrouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students.</li> <li>• The local board of education has adopted policy and school leadership has implemented a staffing procedure that ensures an effective student/teacher ratio for meeting the needs of all students.</li> <li>• The local board of education has adopted policy and school leadership has implemented a procedure requiring a flexible master schedule that allows teaching assignments to be adjusted in order to maximize the impact of the strengths of specific teachers on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space.</li> <li>• Student groupings are sometimes created based on instructional needs. There is some flexibility for regrouping based on assessment of student performance with little regard to teacher strengths.</li> <li>• The district has a policy regarding student/teacher ratio, but the policy does not ensure an effective student/teacher ratio for meeting the needs of all students.</li> <li>• The district may have a policy requiring a flexible master schedule, but teaching assignments are not often adjusted to impact student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students do not have equitable access to classes.</li> <li>• Student groupings are not based on instructional needs and there is no attempt to regroup when necessary.</li> <li>• The district does not have a policy regarding student/teacher ratio.</li> <li>• The district does not have a policy requiring a flexible master schedule or teaching assignments are never adjusted.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>4.1g</b> Teachers communicate regularly with families about individual students' progress (e.g., engage through conversation).</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Report cards and/or progress report forms</li> <li>School/teacher web pages</li> <li>Phone/e-mail registers of family contacts</li> <li>Local board of education policies and meeting minutes</li> <li>Notes from parent conferences</li> <li>Student, parent/family member and teacher interviews</li> <li>Interactive automated voice mail system</li> <li>Record of home visits</li> <li>Parent Involvement plan</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The school exceeds the requirements of local board of education policy regarding communication about student progress to foster a school culture of collaborative learning and dialogue.</li> <li>The school's web site contains links to the web pages of individual teachers and, through secure password entry, families can obtain information on the progress of their students.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has adopted policy and school leadership has implemented procedures guiding interactive school/home communication about student progress.</li> <li>Student progress reports (e.g., paper or electronic copy, e-mail) are sent home regularly and include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans.</li> <li>Teachers regularly contact families (e.g., home visits, phone calls, e-mail) to discuss student progress.</li> <li>Teachers involve students (e.g., student-led conferences, journals) in reporting student progress to families.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has a policy guiding interactive school/home communication about student progress, but the policy is not fully implemented by school leadership.</li> <li>Student progress reports are sent home but do not include explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans.</li> <li>Some teachers contact families to discuss student progress, but most teachers contact families only concerning discipline problems.</li> <li>Some teachers involve students in reporting student progress to families.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education does not have a policy guiding interactive school/home communication about student progress.</li> <li>Student progress is communicated to parents only through student report cards or do not include an explanation of student performance.</li> <li>Teachers do not contact families to discuss student progress.</li> <li>Teachers do not involve students in reporting student progress to families.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>4.1h</b> There is evidence that the teachers and staff care about students and inspire their best efforts.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Staff members, students, parents/family member and community member interviews</li> <li>Perception surveys</li> <li>Classroom walkthrough observations</li> <li>Master schedule</li> <li>Student handbook</li> <li>School newsletter</li> <li>Recognition program documentation</li> <li>Student work displays</li> <li>Web pages</li> <li>Newspapers</li> <li>Yearbooks</li> <li>School Report Card</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>School staff and community members collaborate to provide a support structure (e.g., mentors, safe places, after school programs) that ensures a nurturing learning environment for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Staff members have established a nurturing learning environment (e.g., school-within-school concept, team structure, advisor-advisee program) for all students.</li> </ul>	<ul style="list-style-type: none"> <li>The learning environment of the school may be nurturing but the staff members do not establish this culture for all students.</li> </ul>	<ul style="list-style-type: none"> <li>A nurturing learning environment does not exist in the school.</li> </ul>
	<ul style="list-style-type: none"> <li>Students, staff members and community members establish, sustain and participate in an adult/peer advocacy network.</li> <li>Staff members nurture students by extending appropriate student/staff interactions into areas of student interest beyond the classroom and/or school.</li> <li>Staff and community members use innovative strategies (e.g., classroom web pages, letters to the editor, marquees) to provide appropriate praise and positive reinforcement, motivating students to high levels of achievement in areas within and beyond the classroom/school.</li> </ul>	<ul style="list-style-type: none"> <li>Each student has been formally assigned and meets regularly with an adult who serves as an advocate for the student.</li> <li>There are frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior and individual needs of students.</li> <li>Staff members use appropriate praise and positive reinforcement to motivate students to high levels of achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Students have either not been formally assigned or do not regularly meet with an adult who serves as an advocate for the student.</li> <li>There are occasional, meaningful interactions between students and staff but the focus of the interactions is usually on behavioral issues.</li> <li>Some student accomplishments are recognized and reinforced but praise is often inappropriate or inequitably applied.</li> </ul>	<ul style="list-style-type: none"> <li>Adults do not advocate for students.</li> <li>Interactions between students and staff are not meaningful.</li> <li>Student accomplishments are not recognized.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>4-11 Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>School communications plan</li> <li>Staff member, parent/family member and community member interviews</li> <li>Samples of written correspondence</li> <li>School meeting/program agenda</li> <li>PTA/PTO meeting minutes</li> <li>School web page</li> <li>Civic group programs/meeting agenda</li> <li>Newspaper clippings</li> <li>Bulletin boards, exhibits and displays</li> <li>Brochures/pamphlets</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>Representatives of all stakeholder role groups from the school community collaborate to develop the school's systematic communications plan.</li> <li>The school collaborates with the district to seek technological resources from the community to ensure state-of-the-art communication capabilities in support of a climate conducive to student performance excellence.</li> </ul>	<ul style="list-style-type: none"> <li>The school has published and implemented a systematic communications plan that guides written, face-to-face and electronic communication with stakeholders.</li> <li>School staff members use a variety of technological resources (e.g., voice mail, web page, cable access channels) and communication strategies to provide interactive communication with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a communications plan but it is not publicized and/or is partially implemented.</li> <li>School staff members use limited technology to communicate with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>The school does not have a communications plan.</li> <li>The school does not use technology to enhance communication with stakeholders.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>4.1j</b> There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Displays of student work/exhibitions</li> <li>• Staff members, student, parent/family member and other stakeholder interviews</li> <li>• Media documentation</li> <li>• School/classroom web pages</li> <li>• Videos of student performances</li> <li>• PTA/PTO meeting minutes</li> <li>• Student recognition program documentation</li> <li>• Trophy cases</li> <li>• Yearbooks</li> <li>• Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School and district leadership provide opportunities for the accomplishments of students to be recognized at local, state and national levels.</li> <li>• School staff members, students and stakeholders collaborate to recognize student achievement through exhibitions and showcases.</li> <li>• School and district staff members collaborate with students and stakeholders to honor and display quality student work in the community.</li> <li>• School and district staff members collaborate with stakeholders to publicize student academic achievement and to provide additional sources of recognition (e.g. scholarships).</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership has clearly defined procedures in place for regularly and equitably recognizing and celebrating the accomplishments of students for academic success including formal and informal recognition.</li> <li>• Staff members implement a process for the use of student performance exhibitions and showcases of student work for recognition of achievement in all content areas.</li> <li>• Quality student work and scoring rubrics are consistently displayed in classrooms and throughout the school and are used to guide student self-reflection.</li> <li>• Student academic achievement is publicly shared with community and business partners.</li> </ul>	<ul style="list-style-type: none"> <li>• School staff members informally recognize some students for academic success.</li> <li>• Student work and scoring rubrics are displayed in some areas but may not reflect quality and/or be used to guide student self-reflection.</li> <li>• Student success may be shared with families but seldom shared with community and business partners.</li> </ul>	<ul style="list-style-type: none"> <li>• School staff members do not recognize student academic success.</li> <li>• School staff members do not exhibit or showcase student work.</li> <li>• Student work and scoring rubrics are not displayed in the school.</li> <li>• Student success is not shared.</li> </ul>

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>4.1k</b> The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Student, staff member, parent/family member and community member interviews</li> <li>• Local board of education policies and meeting minutes</li> <li>• Multicultural/diverse instructional resources</li> <li>• ACSIP</li> <li>• Classroom walkthrough observations</li> <li>• Lesson/unit plans</li> <li>• School guidance plans/records</li> <li>• Suspension/expulsion/attendance records</li> <li>• Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Data on the practice of staff members is collected and analyzed to determine if the commitment to equity initiatives and appreciation of diversity practices has a positive impact on student achievement.</li> <li>• Varied instructional strategies based on multicultural considerations are integrated into the curriculum resulting in the reduction and eventual elimination of achievement gaps.</li> <li>• The school functions as a learning community that negates the impact of physical, cultural, and socio-economic factors on learning by meeting them as challenges rather than recognizing them as barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education has adopted policies addressing and school staff members have incorporated into their practice a commitment to equity and an appreciation of diversity.</li> <li>• Multicultural considerations are reflected in instructional strategies and seamlessly integrated into the curriculum.</li> <li>• School staff members establish and sustain a culture that minimizes the impact of physical, cultural, and socio-economic factors on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has policies that address a commitment to educational equity and an appreciation of diversity, but the policies are not always reflected in practice.</li> <li>• Multicultural education is addressed through separate instructional programs.</li> <li>• School staff members may establish but do not sustain a culture that minimizes the impact of physical, cultural or socio-economic factors on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no district policies regarding educational equity or appreciation of diversity.</li> <li>• Multicultural education is not addressed.</li> <li>• School staff members do not address physical, cultural or socio-economic barriers to learning.</li> </ul>

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**LEARNING ENVIRONMENT STANDARD 5-STUDENT, FAMILY AND COMMUNITY SUPPORT**  
**Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.**

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>5.1 Student, Family, Community Support Programs/Services</b></p> <p><b>5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Staff member, parent/family member and student interviews</li> <li>School visitors register</li> <li>Local board of education policies</li> <li>Classroom walkthrough observations</li> <li>Parent/community member workshop schedule</li> <li>Volunteer schedule</li> <li>Examples of school-to-home communications</li> <li>Parent Involvement Plans/Title I Parent meetings</li> <li>Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The district analyzes patterns of community participation as a planning tool to maximize active and effective parent, community and minority involvement in committee work.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has adopted a community involvement policy and school leadership implements procedures that ensures active, effective recruitment of parents, community members and minority representatives to serve on school committees.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has adopted a community involvement policy, but the policy is either inadequate or is not implemented.</li> </ul>	<ul style="list-style-type: none"> <li>The district does not have a community involvement policy.</li> </ul>
	<ul style="list-style-type: none"> <li>Family and community members evaluate the effectiveness of the collaborative effort to remove barriers to learning for all students and make changes as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Families and community members are involved in significant ways (e.g., homework, supplemental and remediation programs, reviewing student work, parent/community volunteer activities and committee/business partnerships) to remove barriers to learning for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Families are involved to remove barriers to learning for students but not in significant ways.</li> </ul>	<ul style="list-style-type: none"> <li>Families are not involved in student learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Interactive communication among home, school and community is consistently and intentionally proactive.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive communication between home and school is meaningful and regular.</li> </ul>	<ul style="list-style-type: none"> <li>Communication from the school to the home is generally reactive dealing with issues of student behavior or academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>Communication from the school to the home is minimal.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>5.1a (Continued)</b>  <b>Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.</b></p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>Community involvement programs</li> <li>Classroom/school web pages</li> <li>Committee rosters</li> <li>Committee meeting agenda and minutes</li> <li>School event calendar</li> <li>ACSIIP</li> <li>Lesson plans</li> <li>Parent meetings</li> <li>Service learning project documentation</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>Family, school and community stakeholders collaborate to select programs and strategies that ensure interaction among teachers, families and the community at large.</li> <li>Structures are in place to encourage and enhance family and community participation.</li> <li>Students and family members collaborate with school staff members, district staff members and community partners to design programs and services and identify resources to create, implement, maximize and sustain learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Programs and strategies (e.g., training for parents, open house, curriculum fair, portfolio night, scrimmage night) that promote interaction between teachers and families are developed, implemented and evaluated for effectiveness.</li> <li>Parents/family members are welcome in the school and their assistance (e.g., volunteer committees, parent centers, and committees) is sought.</li> <li>School and district staff members collaborate with family members and community partners to provide programs, services and resources (e.g., service learning projects) that create, implement, maximize and sustain learning opportunities for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Programs are developed that promote communication among teachers, families, and community members, but the programs are not always implemented.</li> <li>There is some school, family member, and community member collaboration, but the resulting programs and services provide limited learning opportunities for students.</li> </ul>	<ul style="list-style-type: none"> <li>Few or no programs are developed that promote communication among teachers, family members and community members.</li> <li>Parents, family members and community members are not welcome in the school.</li> <li>There is little or no collaboration among school staff members, family members and community members.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>5.1b</b> Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Student, school staff member, community member interviews</li> <li>• Supplemental or Remedial instruction program overview</li> <li>• Title I program plan</li> <li>• School guidance plans</li> <li>• Perception surveys</li> <li>• Student Individual Education Plans/Behavior Management Plans</li> <li>• Supplemental Services</li> <li>• National School Lunch Act (NSLA) funded programs</li> <li>• Alternative Learning Environment (ALE) programs</li> <li>• English Language Learners (ELL) programs</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Achievement data on students who have exited the supplemental or remedial instruction program is collected from multiple sources and analyzed to ensure that academic gains are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement data on student participation in supplemental or remedial instruction program is analyzed to ensure that students enter and exit the program as needed based on specific and clearly defined criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation data is not analyzed to ensure that students enter and exit the supplemental or remedial instruction program based on specific and clearly defined criteria or the entrance/exit criteria are not followed.</li> </ul>	<ul style="list-style-type: none"> <li>• The supplemental or remedial instruction program does not have specific and clearly defined entrance/exit criteria or student participation data is not collected.</li> </ul>
	<ul style="list-style-type: none"> <li>• Family and school staff members collaborate to analyze data from multiple sources (e.g., School Report Card, other standardized assessments, classroom assessments) to determine the extent to which the supplemental or remedial instruction program enhances the achievement of those students with the greatest needs and to inform program decision-making and modifications.</li> <li>• Family and school staff members collaborate to determine the effectiveness of support services intended to remove barriers to learning for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• The supplemental or remedial instruction program is designed and implemented to support and promote individual student achievement with emphasis on those students with the greatest needs. The program is evaluated regularly and modified as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• The supplemental or remedial instruction program is designed and implemented to support individual student achievement, but the emphasis of the program is not on students with the greatest needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The supplemental or remedial instruction program is designed as a remedial program without addressing individual student or group learning needs.</li> </ul>
	<ul style="list-style-type: none"> <li>• School guidance programs promote and support student learning by coordinating targeted and effective support services that remove barriers to learning for at-risk students. The programs are evaluated regularly and modified as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• School guidance programs do not maximize leverage on student learning by integrating all possible sources of funds (e.g., federal, state, community) to provide support services that remove barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• School guidance programs do not leverage multiple sources of support services to remove barriers to learning.</li> </ul>	

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>5.1b (Continued)</b> Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• PTA/PTO meeting minutes</li> <li>• Technology plan</li> <li>• Supplemental or Remedial instruction entrance and exit reports</li> <li>• Supplemental or Remedial instruction program data</li> <li>• Master schedule</li> <li>• Class rosters</li> <li>• Schedule of parent/teacher conferences</li> <li>• Parent Involvement Plans/Parent meetings</li> <li>• Arkansas Performance report</li> <li>• Local board of education policies, meeting agenda and minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Title I activities enhance the school's instructional program by leveraging the integration of resources to promote and support student learning.</li> <li>• School counselors partner with the total school staff and community to develop a network of support (e.g., a school-wide student assistance program that includes peer counseling and adult advocate components).</li> <li>• Community agencies and the school/district establish partnerships to provide extensive technology resources to ensure that all students have access to the common academic core.</li> <li>• The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equal access to a common academic core.</li> </ul>	<ul style="list-style-type: none"> <li>• Title I activities are seamlessly integrated into the school's instructional program to promote and support student learning.</li> <li>• School counselors collaborate with staff members and families to implement a school-wide guidance program that provides support services to meet the intellectual, social, career and developmental needs of students.</li> <li>• The school/district provides a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) for all students to access the common academic core.</li> <li>• The district has adopted policy and school leadership has implemented procedures that ensure all students have equal access to a common academic core.</li> </ul>	<ul style="list-style-type: none"> <li>• The Title I program is not closely coordinated with the school's instructional program.</li> <li>• School counselors focus more on administrative issues than on a school-wide guidance program in support of student learning.</li> <li>• The school's technological resources are not equitably available to all students to access the common academic core.</li> <li>• The district has a policy stating that all students have equal access to the curriculum, but school leadership does not always implement the policy.</li> </ul>	<ul style="list-style-type: none"> <li>• The Title I program is isolated from the rest of the school's instructional program.</li> <li>• School counselors do not focus on student learning.</li> <li>• Students do not have access to the school's technological resources.</li> <li>• The district does not have a policy that ensures all students have equal access to a common academic core.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>5.1c</b> The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Records of/procedures for referrals to health and social services</li> <li>Textbook/instructional resources purchasing plans</li> <li>Staff, student and community member interviews</li> <li>Individual Education Plans/Academic Improvement Plans</li> <li>School/district budgets</li> <li>Technology plans</li> <li>ACSIP</li> <li>Comprehensive district improvement plan</li> <li>Individual Graduation Plans</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>Community and business partners collaborate with school staff members to provide active learning opportunities (e.g., in-school banks, book stores) for students.</li> <li>Health and social services are seamlessly integrated into a fully functioning comprehensive student services program.</li> <li>School leadership recruits and trains family and community volunteers to participate in student assistance teams that provide support for students experiencing learning problems.</li> <li>Multiple private and public resources (e.g., scholarship opportunities, medical services) are integrated and leveraged to enhance the implementation of specific actions to reduce barriers to student learning.</li> <li>School staff members and community members establish a collegial support/coaching network and feedback loop to ensure that respect for cultural differences is embedded into classroom instruction.</li> <li>Short-term flexible staff and/or student groupings are integrated into the school's instructional practices in order to meet the learning needs of all students and reduce barriers to learning.</li> <li>The district makes reducing all barriers to learning a priority when allocating resources, seeks additional avenues of funding and ensures that the resources are used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of instructional materials and resources that promote active learning are integrated into the curriculum, and staff members have had appropriate implementation training, which is ongoing and informed by research.</li> <li>School leadership has developed and implemented procedures to refer students for health and social services. The procedures are clearly communicated to students, staff members and families.</li> <li>School leadership has established procedures to identify and implement support programs for students who experience learning problems. Training on student identification and program implementation is provided to all staff members.</li> <li>The school collaborates with community agencies in planning and implementing specific actions to reduce barriers to student learning.</li> <li>School leadership ensures that all teachers have professional development on the impact of cultural differences on learning.</li> <li>School staff members incorporate differentiated instructional strategies (based on learning styles, developmental stages and skill levels) into classroom practice to meet student needs and reduce barriers to learning.</li> <li>The district allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials and resources that promote active learning are available. However, staff members have not received appropriate training, or the materials and resources are not used.</li> <li>School leadership has developed procedures to refer students for health services, but the procedures are either not consistently implemented or not clearly communicated to students, staff members and families.</li> <li>School leadership has established procedures to identify students who experience learning problems, but specific support programs are not always implemented.</li> <li>The school works with community agencies to provide assistance for students, but the resulting programs are not always focused on reducing barriers to student learning.</li> <li>School leadership occasionally provides professional development on the impact of cultural differences on learning.</li> <li>Some school staff members use differentiated instructional strategies to meet student needs.</li> <li>The district allocates sufficient financial resources for reducing barriers to learning, but the resources are not always used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials and resources that promote active learning are not available.</li> <li>School leadership has no formal procedures to refer students for health and social services.</li> <li>School leadership has not established procedures to identify students who experience learning problems.</li> <li>The school does not work with community agencies to reduce barriers to student learning.</li> <li>School leadership does not provide professional development on the impact of cultural differences on learning.</li> <li>School staff members do not use differentiated instructional strategies to meet student needs.</li> <li>The district does not allocate sufficient financial resources to reduce barriers to learning.</li> </ul>

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Indicator		Ratings of Performance			
		4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>5.1d</b> Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Supplemental or Remediation program</li> <li>Supplemental or Remediation assessment data</li> <li>Schedule for extra curricular programs</li> <li>List of extra curricular offerings</li> <li>Staff, parent, student and community member interviews</li> <li>Observations of support programs</li> <li>School budget</li> <li>Support program/services documentation</li> <li>Transportation plan</li> <li>Local board of education policies</li> <li>Individual Education Plans/504 Plans/Academic Improvement Plans</li> <li>Individual Graduation Plans</li> <li>Master schedule</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>District and school staff members collaborate with outside agencies to identify and implement innovative approaches to provide students with assistance beyond the classroom.</li> <li>Classroom and supplemental or remediation instructional time is seamlessly integrated to maximize the impact on student achievement.</li> <li>Stakeholders and students assist in the development and implementation of extended learning opportunities (e.g., service learning, 21<sup>st</sup> Century Community Learning Centers).</li> <li>School staff members participate in an ongoing dialogue with community agencies and institutions of higher education to form a collaborative network of services supporting the learning needs of students.</li> <li>Schools collaborate to ensure a seamless network of support programs and services across the district to provide a total service delivery system supporting student achievement</li> <li>Schools collaborate to coordinate extra curricular programs district-wide.</li> <li>Service learning opportunities are fully integrated into the educational program of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Students requiring additional assistance beyond initial classroom instruction are provided with a variety of opportunities to receive assistance.</li> <li>Supplemental or remediation instructional time is effectively used to support student achievement.</li> <li>Classroom teachers collaborate with supplemental or remediation teachers to meet student needs and to close achievement gaps across subpopulations.</li> <li>Support programs and services (e.g., Title I, supplemental or remediation programs, exceptional children services) are evaluated, modified and/or expanded regularly to meet the needs of participating students.</li> <li>There is collaboration and coordination among support programs and services (e.g., Title I, supplemental or remediation programs, school guidance programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement.</li> <li>Extracurricular programs support student learning, and all students have equitable access to the programs.</li> <li>The school and community partners collaborate to provide all students with opportunities for service learning.</li> </ul>	<ul style="list-style-type: none"> <li>Limited opportunities are provided for students to receive additional assistance beyond initial classroom instruction.</li> <li>Supplemental or remediation instructional time is intended to support student achievement, but the activities are either not appropriately implemented or have limited effectiveness.</li> <li>Classroom teachers seldom collaborate with supplemental or remediation teachers to meet student needs and to close achievement gaps across subpopulations.</li> <li>Support programs are evaluated but seldom modified or expanded to meet the needs of students.</li> <li>There is limited collaboration among support programs and services to eliminate gaps and overlaps in delivery of services supporting student achievement.</li> <li>Extracurricular programs support student learning, but not all students have equitable access to the programs.</li> <li>The school provides opportunities for service learning, but the opportunities are not available to all students.</li> </ul>	<ul style="list-style-type: none"> <li>Students do not have opportunities to receive additional assistance beyond initial classroom instruction.</li> <li>Supplemental or remediation instructional time is not used to support student achievement.</li> <li>Classroom teachers do not collaborate with supplemental or remediation teachers.</li> <li>Support programs are neither evaluated nor modified to meet the needs of students.</li> <li>Support programs and services operate in isolation to deliver services to students.</li> <li>Extracurricular programs do not support student learning, or there are no extracurricular programs.</li> <li>The school does not provide students with opportunities for service learning.</li> </ul>	

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>5.1e</b> The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Staff, parent/family member and student interviews</li> <li>Transcripts</li> <li>Individual Graduation Plans</li> <li>Student academic records</li> <li>Technology plan</li> <li>Policies and procedures on access to student records</li> <li>Immigration and Naturalization Service forms</li> <li>Student grade reports</li> <li>Cumulative folders system/policies</li> <li>State assessment parent reports</li> <li>Student working folders/portfolios</li> <li>NORMES reports</li> <li>Primary level reports</li> <li>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</li> <li>Intensive Reading Intervention (IRI)</li> <li>IEP Portfolios</li> <li>Academic Improvement Plans (AIP)</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>Students are proactively involved in the development and maintenance of an academic profile that enhances and extends the cumulative student records.</li> <li>Artifacts that document student performance are maintained in a venue that allows them to be a complement to cumulative student records.</li> <li>Cumulative student records are maintained in a secure interactive electronic environment that allows access by students and, when appropriate, parents/guardians.</li> <li>Extensive state-of-the-art technology resources facilitate and enhance data management practices at the school, classroom and individual student levels.</li> </ul>	<ul style="list-style-type: none"> <li>The school maintains cumulative student records that provide a profile of each student's academic and educational development.</li> <li>Relevant, current and accurate data from multiple sources are included in cumulative student records.</li> <li>Cumulative student records are well organized and appropriately controlled. Information is readily available to designated staff members.</li> <li>Sufficient technology resources provide support for sustaining an accurate student record system and efficient data management practices at the school, classroom and individual student levels.</li> </ul>	<ul style="list-style-type: none"> <li>The school maintains student records, but the focus is not on the student's academic and educational development.</li> <li>Data from limited sources are included in student records. Some data is either not current or not relevant.</li> <li>Cumulative student records are organized and generally available to staff members but not appropriately controlled.</li> <li>Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the school classroom/individual student levels.</li> </ul>	<ul style="list-style-type: none"> <li>Student records maintained by the school contain only classroom grades.</li> <li>Data in student records is outdated, irrelevant/inaccurate.</li> <li>Student records are not organized and/or access to the records is not controlled.</li> <li>Technology resources do not provide support for sustaining an accurate student record system and efficient data management practices.</li> </ul>

LEARNING ENVIRONMENT STANDARD 6 – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION  
 Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>6.1 Professional Development</b></p> <p><b>6.1a</b>            There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Professional development evaluation</li> <li>• List of professional development offerings</li> <li>• Staff member interviews</li> <li>• Needs assessment data</li> <li>• Individual professional growth plans</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Long-term professional development planning leads to professional growth embedded in a change process that improves the structure and culture of the school as an organization.</li> <li>• Professional development opportunities are expanded to include formal and informal experiences (e.g., internships, aspiring principal networks, curriculum resource teachers) for teacher leaders to participate in leadership responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• The school does long-term planning for continuous support of professional growth needs. Professional development is viewed as a change process that occurs over time.</li> <li>• Professional development opportunities are offered that support the enhancement of leadership abilities (e.g., collaboration, problem-solving consensus building) for all staff members and other appropriate stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development opportunities are offered that support the enhancement of leadership abilities for some members of the staff (e.g., administrators only).</li> <li>• The learning community encourages only some teachers or administrators to be life-long learners.</li> </ul>	<ul style="list-style-type: none"> <li>• The school does not do long-term planning for professional development.</li> <li>• Professional development does not support leadership development.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>6.1b</b> The school has an intentional plan for building instructional capacity through on-going professional development.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Professional development evaluation</li> <li>• List of professional development offerings</li> <li>• Staff member interviews</li> <li>• Local board of education policies</li> <li>• Individual professional growth plans</li> <li>• Professional development committee meeting agenda/minutes</li> <li>• Study groups/learning teams</li> <li>• Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The formal process for identifying professional development needs specifically evaluates and addresses the true impediments to student learning.</li> <li>• School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement and includes short- and long-term checkpoints to monitor the effectiveness of the planning. Ongoing activities and follow-up (e.g., study groups, action research) are emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>• The district/school has developed and implemented a formal process to identify professional development needs for all staff members.</li> <li>• School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has identified professional development needs for staff members but there is no formal process to do so.</li> <li>• School professional development planning is not balanced between consideration of the identified professional needs of individual staff members and the school-wide focus for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has not identified professional development needs of the staff.</li> <li>• The school professional development planning does not consider both individual and school-wide needs.</li> </ul>
	<ul style="list-style-type: none"> <li>• Schools initiate a formal process and collaborate to analyze information on student achievement to determine the short- and long-term professional development needs of all stakeholders across the district.</li> </ul>	<ul style="list-style-type: none"> <li>• School staff members and the district analyze information on student achievement to help schools determine the short- and long-term professional development needs of instructional staff members and administrators.</li> </ul>	<ul style="list-style-type: none"> <li>• The school conducts a limited analysis of information on student achievement to help schools determine the short- and long-term professional development needs of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• The school does not analyze information on student achievement to help schools determine the short- and long-term professional development needs of teachers.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>6.1c</b> Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Professional development committee meeting agenda and minutes</li> <li>• Individual professional growth plans</li> <li>• Staff member interviews</li> <li>• Self-assessment data</li> <li>• Needs assessment data</li> <li>• Arkansas School Performance Report</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The process for determining professional development opportunities specifically identifies the true impediments to student learning and strategies for meeting the unique learning needs of the students.</li> <li>• Professional development opportunities are aligned with the school's learning goals for students, the individual professional growth plans of staff members and the ACSIP. Professional development opportunities are focused directly on the root causes of achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development opportunities are determined based on the results of analysis of student achievement data and formal personnel evaluations.</li> <li>• Professional development opportunities are aligned with the school's learning goals for students, the individual professional growth plans of staff members and the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• The professional development needs of individual staff members have been primarily identified through the evaluation process.</li> <li>• Professional development opportunities are related to the school's learning goals for students, but do not necessarily reflect the individual professional growth plans of staff members or the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• The professional development needs of individual staff members have not been clearly identified.</li> <li>• Professional development opportunities do not relate to the school's learning goals for students and/or the ACSIP.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>6.1d</b> Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• List of professional development offerings</li> <li>• Classroom walkthrough observations</li> <li>• Staff member interviews</li> <li>• Needs assessment data</li> <li>• Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Longitudinal comparisons of the collected data are studied to identify emerging trends and priorities for school professional development.</li> <li>• Schools collaborate to form a district-wide professional learning community that provides high quality professional development, collegial support and job-embedded coaching to ensure teacher efficacy and enhanced professional practice that is observable in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• A formal process (e.g., annual survey, needs assessment, professional growth plans) is used to determine priorities for school professional development.</li> <li>• Professional development is of high quality, is focused on enhanced professional practice and is aligned with academic expectations and student learning goals.</li> <li>• Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• A survey is conducted but there is no formal process to determine priorities for school professional development.</li> <li>• Professional development is traditional and is either not focused on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals.</li> <li>• Staff members participate in professional development that may update their content knowledge but the acquired knowledge is not used to improve student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• An annual survey of professional development needs is not done.</li> <li>• Professional development offerings are random and are not connected to the enhancement of professional practice, academic expectations or student learning goals.</li> <li>• Few staff members participate in professional development that updates their content knowledge.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>6.1e</b> <b>Professional development is ongoing and job-embedded.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• List of professional development offerings</li> <li>• Staff member interviews</li> <li>• School calendar</li> <li>• Master schedule</li> <li>• Individual professional growth plans</li> <li>• Study groups/learning teams</li> <li>• Action Research</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• By policy and practice, professional development is sustained, continuous and the shared responsibility of all staff members.</li> <li>• Professional development (structured as an inquiry into curriculum, instruction and assessment) will provide synergy and result in initiatives that have greater student impact.</li> <li>• Staff members establish small-group work teams to provide professional development follow-up by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching.</li> <li>• School staff members engage in action research in their classrooms that is centered on experimental and innovative approaches to professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development emphasizes a process for sustained and continuous growth through job-embedded opportunities.</li> <li>• Job-embedded professional development provides time for colleagues to reflect, discuss and process new learning.</li> <li>• Professional development is evaluated systematically to determine implementation and impact.</li> <li>• Follow-up to professional development is consistent and intentional and is a priority.</li> <li>• The school includes the use of nontraditional avenues (e.g., on line Arkansas Educational Television Network to provide and/or embed professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development is ongoing, but there is either limited emphasis on sustained and continuous growth or the professional development is not job-embedded.</li> <li>• Job-embedded professional development occasionally provides time for reflection.</li> <li>• Professional development is not evaluated systematically to determine implementation and impact.</li> <li>• Follow-up to professional development is inconsistent or unintentional.</li> <li>• The school makes limited use of nontraditional avenues to provide professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development has no emphasis on continuous growth.</li> <li>• Professional development does not provide time for reflection.</li> <li>• Professional development is not evaluated.</li> <li>• Follow-up to professional development is not provided.</li> <li>• The school does not use nontraditional avenues to provide professional development.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>6.1f</b> Professional development planning shows a direct connection to an analysis of student achievement data.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Student data analysis summaries/reports</li> <li>• List of professional development offerings</li> <li>• Staff member interviews</li> <li>• Student performance level descriptions</li> <li>• NORMES Reports</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The district collaborates with institutions of higher education and other research organization entities to provide any necessary professional development opportunities on the analysis of data and student work.</li> <li>• Sets of longitudinal data are analyzed to identify emerging trends for professional development planning.</li> <li>• Long-term job-embedded professional development opportunities address the learning needs of students identified through analysis of assessment data and student work, focus directly on the root causes of achievement gaps and fuel the school's capacity to serve all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing professional development opportunities are provided as necessary on the analysis of assessment data and student work.</li> <li>• Multiple sources of data are analyzed for professional development planning purposes.</li> <li>• Multiple ongoing professional development opportunities address the learning needs of students identified through analysis of assessment data and student work including the needs of subpopulations with demonstrated achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development opportunities are provided as necessary on the analysis of assessment data and student work, but the professional development is not ongoing.</li> <li>• Sources of data are analyzed, but the results of the analysis are not directly connected to professional development planning.</li> <li>• Professional development does not always address the learning needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Needed professional development on analysis of assessment data and student work is not provided.</li> <li>• The results of analysis of data are not used to inform professional development planning.</li> <li>• Professional development does not address student-learning needs.</li> </ul>

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		Ratings of Performance			
Indicator	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation	
<p><b>6.2 Professional Growth and Evaluation</b></p> <p><b>6.2a The school/district provides a clearly defined evaluation process.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local board of education policy, procedures and meeting minutes</li> <li>Evaluation process documents</li> <li>Documentation of development, review and revision of evaluation process</li> <li>Staff member interviews</li> <li>District evaluation committee roster</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that surpasses state requirements.</li> <li>The evaluation of licensed personnel is focused on the student learning goals of the ACSIP, the individual growth needs of staff members and the projected long-term needs of the school and district.</li> <li>Staff members regularly participate in reviews of the evaluation process including discussions and reflections that provide an impetus for individual professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that meet state requirements.</li> <li>The evaluation of licensed personnel is focused on the student learning goals of the ACSIP and the individual growth needs of staff members.</li> <li>All staff participates annually in a meeting in which the evaluation process is explained and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has adopted policy/procedures regarding the evaluation of personnel, but the policies are not fully implemented by school leadership.</li> <li>The evaluation of licensed personnel is focused on the student learning goals of the ACSIP or the individual growth needs of staff members but not both.</li> <li>Copies of the evaluation plan are distributed to licensed personnel, but no opportunity for explanation and discussion is provided within the required timeframe.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education does not have policy and/or procedures regarding the evaluation of personnel.</li> <li>The evaluation process is focused on neither the student learning goals of the ACSIP nor the individual growth needs of staff members.</li> <li>Licensed staff members are not annually informed of the evaluation process.</li> </ul>	

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>6.2b</b>  <b>Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• School budgets</li> <li>• Staff member interviews</li> <li>• Individual Professional Growth Plans</li> <li>• Professional Development Fund records</li> <li>• Local board of education policies and procedures</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Schools collaborate to obtain all possible funding from outside sources and to maximize the impact of that funding on professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Available fiscal resources are maximized to provide support for professional growth and development using state professional development allocations and other funding sources (e.g., local, state, federal, private).</li> </ul>	<ul style="list-style-type: none"> <li>• Available fiscal resources are not always maximized to provide support for professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Available fiscal resources are not used to support professional growth.</li> </ul>
	<ul style="list-style-type: none"> <li>• The local board of education evaluates the adopted policy and modifies the policy as necessary to ensure professional development activities are focused on identified needs. Implementation of procedures is monitored to ensure that professional development resources are appropriately and equitably allocated among all staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education adopts policy and school leadership implements procedures to ensure the appropriate (i.e., based on the identified needs of individual staff members) and equitable allocation of professional development resources (e.g., funds, substitute teachers, professional training programs, curriculum support staff) among all staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has a professional development policy, but the policy does not necessarily ensure the appropriate and equitable allocation of professional development resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development resources are not appropriately and/or equitably allocated.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>6.2c</b> The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Individual professional growth plans</li> <li>• Evaluation forms</li> <li>• Licensed staff member interviews</li> <li>• District evaluation process documentation</li> <li>• Local board of education policies</li> <li>• Local board of education meeting minutes</li> <li>• Lesson plans/units of study</li> <li>• Teacher portfolios</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The evaluation of licensed personnel and individual professional growth plans correlate with the instructional needs of students, the professional needs of all staff members and the projected long-term needs of the school and district.</li> </ul>	<ul style="list-style-type: none"> <li>• The evaluation of licensed employees and individual professional growth plans correlate with the instructional needs of students and the professional needs of all staff members as reflected in the ACSIP.</li> <li>• Individual professional growth plans are collaboratively developed by leadership and staff members and are based on professional needs identified through the licensed evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>• The evaluation of licensed employees and individual professional growth plans do not always tightly correlate with the instructional needs of students and the professional needs of all staff members as reflected in the ACSIP.</li> <li>• Individual professional growth plans are developed without collaboration and/or intentional connection to the results of the licensed evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>• The evaluation of licensed employees and individual professional growth plans do not reflect the instructional needs of students and the professional needs of all staff members.</li> <li>• Not all licensed employees have individual professional growth plans.</li> </ul>
	<ul style="list-style-type: none"> <li>• Individual professional growth plans are directly aligned with the ACSIP.</li> <li>• Individual professional growth plans are intentionally used to encourage and support the aspirations of potential school leaders.</li> <li>• Evaluation is viewed as an integral part of the work of the school encompassing individual professional growth and establishing a self-renewing learning organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual professional growth plans foster purposeful reflection and refinement of professional practice.</li> <li>• Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to staff proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual professional growth plans foster reflection but do not impact professional practice.</li> <li>• The evaluation process is viewed as part of individual staff growth but is not valued as a route to proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual professional growth plans do not foster reflection or refinement of professional practice.</li> <li>• Employees view evaluation only as an employment requirement.</li> </ul>



Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>6.2d</b>  <b>Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.</b></p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• Personnel evaluation process/forms implementation of the district's evaluation system</li> <li>• State statute/regulation</li> <li>• Staff member interviews</li> <li>• Teacher portfolios</li> <li>• Individual professional growth plans</li> <li>• Local board of education policies and procedures</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Personnel evaluations exceed the requirements of state statute and regulations. Growth plans and summative evaluations are completed annually for all staff; multiple forms of documentation (e.g., portfolios, peer review, product or performance tasks/activities) of performance effectiveness are used.</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel evaluations meet the requirements of state statute and regulation and are fairly and consistently administered.</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel evaluations meet the requirements of state statute and regulation, but they are not always fairly and consistently administered.</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel evaluations do not meet the requirements of state statute and regulation.</li> </ul>
	<ul style="list-style-type: none"> <li>• The personnel evaluation system includes a peer review/coaching component.</li> </ul>	<ul style="list-style-type: none"> <li>• School administrators implement a personnel evaluation system that requires multiple observations of staff providing opportunities for coaching and feedback to improve effective teaching practices and improve student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• School administrators implement a personnel evaluation system that includes observation and feedback but has limited impact on student achievement and teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>• School administrators do not implement the personnel evaluation system.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>6.2e</b> The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Individual professional growth plans</li> <li>• District and school budgets</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The ACSIP incorporates goals, objectives and activities congruent with new and innovative approaches to improve instructional leadership.</li> <li>• School leadership collaborates with the Arkansas Department of Education, education service cooperatives, and other districts to design and/or obtain professional development that addresses both the needs of individual school administrators and the requirements of the Rules Governing Professional Development.</li> </ul>	<ul style="list-style-type: none"> <li>• The ACSIP is based on analysis of multiple forms of data, identifies instructional leadership needs and includes an action plan and available resources to address those needs.</li> <li>• School administrators collaborate with district personnel to select professional development that addresses both the needs of individual school administrators and the requirements of the Rules Governing Professional Development.</li> </ul>	<ul style="list-style-type: none"> <li>• The ACSIP is based on analysis of data and has an action plan to address instructional leadership needs.</li> <li>• School administrators select professional development that fulfills the requirements of the Rules Governing Professional Development but do not intentionally address the needs of individual school administrators.</li> </ul>	<ul style="list-style-type: none"> <li>• The ACSIP does not address instructional leadership needs.</li> <li>• Professional development selected by school administrators does not fulfill the minimum requirements of the Rules Governing Professional Development.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>6.2f  <b>Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.</b></p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• List of professional development offerings</li> <li>• Teacher and administrator interviews</li> <li>• Samples of teacher evaluations</li> <li>• Individual professional growth plans</li> <li>• Mentoring plans</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The development of individual professional growth plans of teachers includes a peer review/coaching component.</li> <li>• School leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and practice as an integral part of the evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>• The individual professional growth plans of teachers are an integral part of the evaluation process and are collaboratively developed by administrators and teachers.</li> <li>• School leadership provides regular meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• The individual professional growth plans of teachers are part of the evaluation process but are not collaboratively developed.</li> <li>• School leadership provides limited feedback to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• The individual professional growth plans of teachers are not directly linked to formal evaluation.</li> <li>• School leadership does not provide feedback to teachers.</li> </ul>
	<ul style="list-style-type: none"> <li>• The district evaluation process shows a clear connection between student and teacher performance and individual professional growth plans; cognitive coaching is embedded in the daily work of all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are provided with follow-up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and higher student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are provided with some follow up and support but not to a level that will ensure improved instructional practice and higher student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are not provided follow up and support.</li> </ul>

**EFFICIENCY STANDARD 7 – LEADERSHIP**  
**Standard 7. School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.**

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>7.1 Leadership</b></p> <p><b>7.1a Leadership has developed and sustained a shared vision.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Displays of the vision, mission and belief statements</li> <li>• ACSIP</li> <li>• Meeting announcements, agenda and minutes</li> <li>• Teacher/student/parent handbooks</li> <li>• Staff member, student, parent/family member and community member interviews</li> <li>• Brochures/pamphlets</li> <li>• Web sites</li> <li>• Press releases</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The vision of the school is developed in conjunction with the vision of the district and the other schools of the district.</li> <li>• Representatives of all stakeholder groups establish a communications team to share the mission and belief statements throughout the school community.</li> <li>• School leadership establishes a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements.</li> <li>• School leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives.</li> <li>• School leadership establishes a feedback loop to ensure that the mission and belief statements are revised as necessary and that strategies are appropriately modified to maintain momentum toward accomplishment of the mission.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership involves representatives of the school community's stakeholder role groups in a collaborative process to develop the school's vision and the mission and belief statements.</li> <li>• School leadership communicates the mission and belief statements to all stakeholders of the school community.</li> <li>• School leadership continuously reinforces and supports the mission and belief statements of the school and uses them to guide decision-making.</li> <li>• School leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs.</li> <li>• School leadership provides updates to all stakeholders on the progress toward accomplishing the mission.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership receives input from school staff members to develop the school's vision and/or the mission and belief statements.</li> <li>• School leadership distributes the mission and belief statements to the school staff.</li> <li>• School leadership reinforces the mission and belief statements but does not always use them to guide decisions.</li> <li>• School leadership does not always use the mission and belief statements as a foundation when designing instructional programs.</li> <li>• School leadership provides updates to school staff members on the progress toward accomplishing the mission and belief statements.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not have vision, mission or belief statements.</li> <li>• School leadership does not communicate the mission and belief statements.</li> <li>• School leadership neither reinforces the mission and belief statements nor uses them to guide decision-making.</li> <li>• School leadership does not refer to the mission and belief statements when designing instructional programs.</li> <li>• School leadership does not provide updates on the progress toward accomplishing the mission and belief statements.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>7.1b</b>  <b>Leadership decisions are focused on student academic performance and are data-driven and collaborative.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Data analysis documentation</li> <li>• Meeting agenda and minutes</li> <li>• Perception surveys</li> <li>• School Report Card</li> <li>• NORMES reports</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership collaborates with district and community stakeholders to analyze student performance data and information from multiple sources and establishes a feedback loop to inform programmatic and academic decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership, in collaboration with the staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership analyzes state assessment data and sometimes uses the results of that analysis to inform academic decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not analyze assessment data to inform academic decisions.</li> </ul>

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>7.1c</b> There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Individual professional growth plans for administrators</li> <li>Documentation of development, review, and revision of administrators' individual professional growth plans</li> <li>Needs assessment data</li> <li>Leadership self-assessments</li> <li>Administrator interviews</li> <li>ACSP</li> <li>List of professional development offerings</li> <li>Professional portfolios</li> <li>Rules and Regulations for Professional Development</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The individual professional growth plan of each administrator focuses on effective leadership skills that sustain a balance between strong support of student achievement and effective organizational management.</li> <li>The administrators of all schools in the district collaborate to develop common goals for individual professional growth plans that support the improvement plans of the district and all the schools.</li> </ul>	<ul style="list-style-type: none"> <li>The individual professional growth plan of each administrator focuses on effective leadership skills designed to support teaching and learning and promote student achievement.</li> <li>The individual professional growth plan of each administrator is designed and implemented in collaboration with the evaluator and addresses professional needs based on district developed and state approved leadership standards, as well as goals identified in the ACSP.</li> <li>The individual professional growth plan of each administrator is fully implemented, reviewed regularly and revised as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Each administrator has an individual professional growth plan, but not all of the plans have a focus on leadership skills designed to support teaching and learning and promote student achievement.</li> <li>Each administrator unilaterally designs an individual professional growth plan or not all of the individual professional growth plans are based on district developed and state approved standards and congruent with the improvement goals of the school.</li> <li>The individual professional growth plans of administrators are not always fully implemented or reviewed for possible modification.</li> </ul>	<ul style="list-style-type: none"> <li>Not all administrators have an individual professional growth plan.</li> <li>The individual professional growth plans of administrators are not based on district developed and state approved standards and lack congruency with the improvement goals of the school.</li> <li>The individual professional growth plans of administrators are not implemented.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>7.1d</b> There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Data analysis summaries/reports</li> <li>Staff meeting agenda and minutes</li> <li>ACSP</li> <li>Staff member interviews</li> <li>School Report Card</li> <li>NORMES Reports</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The results of analysis of disaggregated data are validated against educational research to identify goals and needs for the ACSP.</li> <li>School leadership compares the academic achievement of population subgroups of the school with the academic achievement of comparable population subgroups in similar and high performing schools to inform decision-making to meet the needs of the school's diverse population.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of disaggregated data is an integral part of the school's improvement planning process and is used to identify goals and need.</li> <li>School leadership analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children) to inform decision-making to meet the needs of the school's diverse population.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of disaggregated data is considered during the school's improvement planning process but is not intentionally used to identify goals and needs.</li> <li>School leadership analyzes data comparing academic achievement of population subgroups but does not use the results of data analysis to inform decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of disaggregated data is not considered during the school's improvement planning process.</li> <li>School leadership does not analyze data comparing academic achievement of population subgroups.</li> </ul>
	<ul style="list-style-type: none"> <li>The district reviews the disaggregated data and determines targets and timeliness for reducing gaps and assists the school with implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The district reviews the disaggregated data and makes recommendations regarding targets and timeliness for reducing gaps.</li> </ul>	<ul style="list-style-type: none"> <li>The district reviews the disaggregated data but does not always identify/approve targets and timeliness for reducing gaps.</li> </ul>	<ul style="list-style-type: none"> <li>The district does not review the disaggregated data.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>7.1e</b>  <b>Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Documentation of professional development days/release time</li> <li>• Staff member interviews</li> <li>• Units of study/lesson plans</li> <li>• ACSIP</li> <li>• Professional curriculum resources</li> <li>• Curriculum map</li> <li>• School budget</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership ensures that Arkansas' curriculum documents, other curricular materials and data resources are readily available to and used by school staff members in an on-line environment.</li> <li>• School leadership provides opportunities for staff members to participate in external curriculum development experiences (e.g., national conferences, state-wide workshops).</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership ensures that staff members have access to and are trained in the use of Arkansas' curriculum documents, other curriculum-related materials and data resources.</li> <li>• School leadership shares and discusses curriculum information from internal and external professional sources (e.g., district office, Arkansas Department of Education, national sources) with staff members.</li> <li>• School leadership establishes and supports a leadership team within the school in order to build internal training capacity on Arkansas' standards-based curriculum materials.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership has provided staff members with access to Arkansas' curriculum documents but has provided limited training on ways to use the documents.</li> <li>• School leadership occasionally shares curriculum information from internal and/or external professional sources with staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not provide staff members with access to Arkansas' curriculum documents.</li> <li>• School leadership does not share curriculum information with staff members.</li> <li>• School leadership neither assigns nor establishes leadership teams.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>7.1f</b>  <b>Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Staff and master schedules</li> <li>• Staff meeting agenda and minutes</li> <li>• Classroom walkthrough observations</li> <li>• Staff member and student interviews</li> <li>• Local board of education policy</li> <li>• Staff/student handbooks</li> <li>• Extended school services schedule</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership and all other staff members collaborate to design the necessary structure and support that allows time to be a resource to provide quality instruction and maximize student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership provides the necessary structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership provides limited structure and support for staff members to use time as a resource to provide quality instruction and impact student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not provide structure or support for staff members to use time as a resource.</li> </ul>
	<ul style="list-style-type: none"> <li>• School leadership and other stakeholders collaborate to implement and practice the procedures to minimize disruptions to instructional time including the additional time and assistance provided outside mandated school hours.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership has policy and fully implements procedures to minimize disruptions of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership has policy and develops procedures to minimize disruptions of instructional time, but the policies/procedures are not fully implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no policies or procedures to protect instructional time.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>7.1g</b>  <b>Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Local board of education meetings, agenda, and minutes</li> <li>• School/district budgets</li> <li>• Staff member, parent and student interviews</li> <li>• Building inspection records</li> <li>• Maintenance reports</li> <li>• Work orders</li> <li>• Vision statement</li> <li>• Mission statement</li> <li>• Safe Schools Report</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership secures additional resources and/or reallocates funds to support the vision, mission and strategic priorities of the school.</li> <li>• Effective and efficient uses of sufficient resources support the learning goals of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of resources (e.g., fiscal, human, physical, time) by school leadership is equitable; consistent with the vision, mission and strategic priorities of the school and focused on student learning.</li> <li>• Resource allocation is sufficient to support the learning goals of the school, and leadership demonstrates sound fiduciary responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of resources (fiscal, human, physical, time) is not always consistent with the vision, mission and strategic priorities of the school or may not focus on student learning.</li> <li>• Resource allocation is sufficient to support the learning goals of the school, but leadership does not demonstrate fiduciary responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of resources is capricious and is not focused on student learning.</li> <li>• Resource allocation is not sufficient to support the learning goals of the school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Leadership of all the schools of the district establishes a network to monitor and modify the instructional programs, organizational practices and physical facilities of the schools across the district. The network provides an opportunity for "shared learnings" and collaboration that maximizes the impact of resources in these areas.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership monitors and modifies the instructional programs, organizational practices and physical facilities of the school, as needed, to sustain continuous school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership monitors the instructional programs, organizational practices and physical facilities of the school but does not always make appropriate modifications to sustain continuous school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not monitor the instructional programs, organizational practices and physical facilities of the school.</li> </ul>

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>7.1h</b> The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local board of education policies and procedures</li> <li>Building inspection reports</li> <li>Maintenance reports</li> <li>Staff member, parent/family member, and student interviews</li> <li>School budgets</li> <li>Facility Plan</li> <li>School Report Card</li> <li>District Report Card</li> <li>Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that a supportive, safe, healthy, orderly and equitable learning and working environment is maintained for both students and staff members.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education establishes policy and school leadership implements procedures that maintain a supportive, safe, healthy, orderly and equitable learning and working environment for both students and staff members.</li> <li>School leadership ensures that resources are allocated to provide quality facilities and equipment to support a safe and effective learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education establishes policy and school leadership develops procedures that provide a supportive, safe, healthy, orderly and equitable learning and working environment for students and staff members, but the policies and procedures are either not fully implemented or are not sustained.</li> <li>School leadership allocates resources for facilities and equipment, but the focus is not on supporting the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>There are no policies conducive to a supportive, safe, healthy, orderly and equitable learning and working environment.</li> <li>School leadership does not allocate sufficient resources for facilities or equipment to support the learning environment.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>7.11</b>  <b>Leadership provides a process for the development and the implementation of district policy based on anticipated needs.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local board of education policies and by-laws</li> <li>Local board of education meetings' agendas and minutes</li> <li>District staff, local board of education members, school staff members, and parent/family member interviews</li> <li>Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The local board of education has led the committee in the development and implementation of appropriate policies impacting teaching and learning beyond those required by statute.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has led the committee in the development and implementation of policies.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has adopted all policies required by statute, but not all policies are fully implemented.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has not adopted all policies required by statute.</li> </ul>
	<ul style="list-style-type: none"> <li>Local board of education policies are regularly distributed to the public as well as to all staff members and parent members of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Local board of education policies are regularly reviewed and revised as necessary to address anticipated needs. The policies are distributed to all stakeholders of the committee and are available to the public.</li> </ul>	<ul style="list-style-type: none"> <li>Local board of education policies are reviewed but rarely revised. Policies are provided to stakeholders upon request.</li> </ul>	<ul style="list-style-type: none"> <li>Local board of education policies are neither reviewed nor readily available to stakeholders.</li> </ul>
	<ul style="list-style-type: none"> <li>Local board of education, school leadership, staff members, and other stakeholders have an extensive knowledge of all local board of education policies and the relationship of those policies with "best practices" in education.</li> </ul>	<ul style="list-style-type: none"> <li>School leadership and staff members have a working knowledge of all existing local board of education policies and provide feedback to the local board of education concerning the impact of the policies on teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>School leadership and staff members have limited knowledge of existing local board of education policies or have limited opportunity to provide feedback to the local board of education concerning the impact of those policies.</li> </ul>	<ul style="list-style-type: none"> <li>School leadership and staff members are not familiar with policies.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>7.1j There is evidence that the local board of education and the school have an intentional focus on student academic performance.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local board of education policies</li> <li>ACSP</li> <li>Vision, mission and belief statements</li> <li>Data analysis summaries/reports</li> <li>Staff member and parent member interviews</li> <li>NORMES reports</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The results of analysis of data are validated against educational research to guide the work of the school toward establishing priorities for student academic performance and closing gaps among subpopulations.</li> <li>The local board of education and the school conducts periodic self-assessments to ensure that the implementation of priorities results in improved student academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>The school regularly analyzes student performance data to guide the work of the school toward establishing priorities for student academic performance and closing gaps among subpopulations.</li> <li>The actions of the local board of education and the school are aligned with their priorities to improve student academic performance and are congruent with the school's vision, mission and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>The school reviews student performance data but does not use the resulting information to focus on improving student academic performance.</li> <li>The actions of the local board of education and the school are not always aligned with their priorities and/or congruent with the school's vision, mission and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education and the school do not review student performance data.</li> <li>The actions of the local board of education and the school do not impact student academic performance.</li> </ul>

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>7.1k</b> There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Staff member, student and parent/family member interviews</li> <li>• Faculty meeting</li> <li>• Agenda/minutes/policies</li> <li>• Resource materials/professional library</li> <li>• Leadership self-assessments</li> <li>• Documentation of professional development days</li> <li>• Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator, plus:</p> <ul style="list-style-type: none"> <li>• The principal regularly consults with the district and ACSJP committee to ensure that district policy is being implemented.</li> <li>• The principal initiates opportunities to engage community stakeholders in conversations focused on student academic performance to generate the commitment needed to effect deep reform.</li> <li>• The principal inspires and provides opportunities for staff members to share ideas, research, instructional strategies and learning experiences and leads faculty meetings focused on intensive implementation of school improvement initiatives based on organizational needs.</li> <li>• The principal collaborates with teacher leaders to share the leadership responsibility of ensuring that effective and varied instructional strategies are routinely implemented in all classrooms.</li> <li>• The principal collaborates with district leadership to establish and maintain learning and working environments that foster sustained innovation by teachers and students.</li> <li>• The principal provides organizational direction and establishes distributed leadership in the school at such high levels that school improvement will be sustained and advanced in his/her absence.</li> </ul>	<ul style="list-style-type: none"> <li>• The principal consistently implements district policy as required by law.</li> <li>• The principal, as the instructional leader of the school, regularly engages staff members and students in conversations focused on student academic performance.</li> <li>• The principal demonstrates knowledge of Arkansas Academic Content Standards and provides assistance to staff members with their use by regularly focusing faculty meetings on improving student academic performance.</li> <li>• The principal conducts frequent informal and formal classroom observations and provides timely feedback to staff members on their instructional practice.</li> <li>• The principal leads and collaborates with staff members to sustain a supportive, safe, orderly, equitable and healthy learning environment for teachers and students.</li> <li>• The principal provides organizational direction, develops distributed leadership capacity and maximizes the use of resources in order to support high student and staff performances.</li> </ul>	<ul style="list-style-type: none"> <li>• The principal sometimes implements district policy as required by law, but the implementation is not consistent.</li> <li>• The principal occasionally engages staff members and students in discussions about student academic performance.</li> <li>• The principal sometimes focuses faculty meetings on improving student academic performance but provides limited assistance to staff members with the use of Arkansas' standards-based curriculum documents.</li> <li>• The principal does not conduct classroom observations except when necessary for formal teacher evaluations.</li> <li>• The principal works with staff members to create a supportive environment for teachers and students, but the effort is not sustained.</li> <li>• The principal provides minimal organizational direction but does not develop distributed leadership capacity and/or does not equitably use resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The principal does not implement district policy as required by law.</li> <li>• The principal does not engage staff members and students in discussions about student academic performance.</li> <li>• The principal does not address improved student performance at faculty meetings.</li> <li>• The principal does not conduct classroom observations.</li> <li>• The principal does not create a supportive learning environment.</li> <li>• The principal does not demonstrate leadership skills in the area of efficiency.</li> </ul>

**EFFICIENCY STANDARD 8 – ORGANIZATIONAL STRUCTURE AND RESOURCES**  
**Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.**

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>8.1 Organization of the School</b></p> <p><b>8.1a</b>  <b>There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local board of education policies and procedures</li> <li>ACSP</li> <li>Master schedule</li> <li>School budgets (3 year history)</li> <li>Staff members, local board of education members and community members interviews</li> <li>Lesson plans/units of study</li> <li>Curriculum documents</li> <li>Schedules of events</li> <li>Equipment inventory</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>Resource management policies and procedures are routinely validated against the practices of high-performing and efficient organizations.</li> <li>The local board of education has expanded the budget process to establish budget projections for anticipated needs.</li> <li>The local board of education effectively uses ad hoc committees to address rapidly emerging resource issues.</li> <li>Abundant resources are allocated to encourage high student and staff performance.</li> <li>The school systematically establishes partnerships with external entities (e.g., local or national) focused on a specific identified need of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Representatives of multiple stakeholder groups and staff members participate in the development of resource management policies and procedures that are clearly communicated, fully implemented, regularly reviewed and modified as needed.</li> <li>Representatives of multiple stakeholder groups and staff members collaborate to advise the local board of education in the development of a budget that allocates fiscal resources according to the identified needs of the school.</li> <li>Standing committees (e.g., textbook, technology, budget) to address the allocation of resources are appointed and are fully functional.</li> <li>The school equitably allocates resources (fiscal, human, physical, time) to encourage high student and staff performance.</li> <li>The school has augmented its resources by taking advantage of external opportunities (e.g., local artists to teach students specialized skills, community or university library, surplus materials from local industries).</li> </ul>	<ul style="list-style-type: none"> <li>Resource management policies are in place, but policies are either not fully implemented or are not reviewed and modified as needed.</li> <li>The local board of education adopts a budget, but the allocation of fiscal resources may not support the identified needs of the school as reflected in the ACSP.</li> <li>Standing committees are appointed to address the allocation of resources, but they may not be active.</li> <li>The school allocates resources, but either the allocation is not equitable or not focused on high student and staff performance.</li> <li>The school occasionally takes advantage of external resources.</li> </ul>	<ul style="list-style-type: none"> <li>There are no resource management policies.</li> <li>The local board of education does not adopt a budget or the allocation of fiscal resources does not support the identified needs of the school.</li> <li>There are no standing committees to address the allocation of resources.</li> <li>The school does not have a process to allocate resources.</li> <li>The school does not take advantage of external resources.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>8.1b</b> The master class schedule reflects all students have access to all of the curriculum (Smart Core).</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Individual student schedules</li> <li>• Student course requests</li> <li>• Individual Education Plans</li> <li>• Individual Graduation Plans</li> <li>• Local board of education policies</li> <li>• Staff member, student and parent/family member interviews</li> <li>• Arkansas Academic Content Standards</li> <li>• Arkansas Standards of Accreditation</li> <li>• ACTAAP</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equitable access to the curriculum.</li> <li>• Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.</li> <li>• The master schedule provides opportunities for students to access course offerings beyond the curriculum of the school. The school has developed external partnerships, such as those with colleges and universities, to offer courses for credit/dual credit.</li> <li>• Creative scheduling and technological resources are combined to provide specialized/singleton courses to ensure that students have access to all courses.</li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education has adopted policy and school leadership implements procedures requiring equitable access to the curriculum for all students.</li> <li>• Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.</li> <li>• Sufficient course offerings are provided for all students to address the Arkansas Academic Content Standards and ACTAAP.</li> <li>• Specialized/singleton courses are intentionally scheduled to be non-concurrent and not in conflict with required offerings to ensure that students have access to all courses.</li> </ul>	<ul style="list-style-type: none"> <li>• The local board of education has adopted policy requiring equitable access to the curriculum for all students, but the policy has not been fully implemented.</li> <li>• Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space.</li> <li>• Course offerings are sufficient in some areas for students to address the Arkansas Academic Content Standards and ACTAAP.</li> <li>• Specialized/singleton courses are sometimes concurrently scheduled or are in conflict with required courses.</li> </ul>	<ul style="list-style-type: none"> <li>• The district does not have policy that addresses equitable access to the curriculum.</li> <li>• Students do not have equitable access to classes.</li> <li>• Course offerings are insufficient for students to address the Arkansas Academic Content Standards and ACTAAP.</li> <li>• Specialized/singleton courses are not offered.</li> </ul>



Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>8.1c</b> The instructional staff are allocated and organized based upon the learning needs of all students.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local board of education policies</li> <li>Master schedule</li> <li>Staff member and student interviews</li> <li>Teachers' licensed documentation</li> <li>Building map/classroom assignments</li> <li>Instructional assistants' schedules</li> <li>Lesson plans/units of study</li> <li>Committee meeting agenda/minutes</li> <li>School Report Card</li> <li>Highly qualified Reports</li> <li>Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The local board of education revises its policy on staffing assignments based upon analysis of student performance data and emerging student needs.</li> <li>School leadership recruits teachers with multiple licenses to allow more flexibility in staff assignments.</li> <li>School and district leadership collaborate to ensure that building design and/or renovation specifically facilitates resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas.</li> <li>Instructional assistants are assigned and reassigned to optimize program implementation and to meet the learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education adopts policy and school leadership implements procedures to ensure that staff assignments are made to address specific student needs based on analysis of student performance data.</li> <li>All teachers are licensed to teach in their assigned areas and/or grade levels.</li> <li>Classroom assignments maximize opportunities for resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas.</li> <li>Instructional assistants are assigned to effectively implement programs and meet the learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education adopts policy to ensure that staff assignments are made to address specific student needs based on analysis of student performance data but school leadership does not always implement procedures congruent with the policy.</li> <li>All teachers are licensed to teach in their assigned areas or levels, but some teachers have emergency certification.</li> <li>Classroom assignments may allow resource sharing, mentoring and collaboration among teachers and students, but these arrangements are generally not intentional.</li> <li>Instructional assistants are provided in some areas, but the numbers are not sufficient to meet needs.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education does not have a policy on staff assignments or the policy does not require that staff assignments address student-learning needs.</li> <li>Most teachers are licensed to teach in their assigned areas or levels.</li> <li>Classroom assignments are not conducive to resource sharing, mentoring or collaboration among teachers or students.</li> <li>Instructional assistants are not assigned to meet specific learning needs of students.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>8.1d</b> There is evidence that the staff makes efficient use of instructional time to maximize student learning.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local board of education policies</li> <li>District and committee meeting agenda/minutes</li> <li>Master schedule</li> <li>Teacher schedules</li> <li>Staff member and student interviews</li> <li>Classroom walkthrough observations</li> <li>Schedule of special events</li> <li>Field trip records</li> <li>Lesson plans/units of study</li> <li>Curriculum maps</li> <li>Professional library/resources</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that instructional time is protected to maximize student learning.</li> <li>The school/district provides clerical and technological resources to teachers that enable them to more efficiently handle classroom management and organizational practices.</li> <li>The school conducts ongoing research into effective instructional time practices and makes specific recommendations to the administration for adjustments to the school's schedule to maximize student learning.</li> <li>Teachers collaborate on programs that occur during instructional time to ensure that the programs support instruction in multiple content areas.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has adopted policy and school leadership has implemented procedures to protect instructional time.</li> <li>Classroom management and organizational practices are structured to ensure that instructional use of class time is maximized.</li> <li>The staff adjusts the schedule (e.g., varying class length, allowing additional time for project development), as appropriate, based on instructional needs.</li> <li>Programs that occur during instructional time (e.g., assembly programs, field trips) reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has adopted policy to protect instructional time, but the procedures have not been fully implemented.</li> <li>The classroom management and organizational practices of some teachers ensure that instructional use of class time is maximized.</li> <li>Staff members occasionally adjust the schedule to address instructional needs.</li> <li>Programs that occur during instructional time usually relate to general learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has not adopted policies to protect instructional time.</li> <li>Classroom management and organizational practices are not structured to ensure that instructional use of class time is maximized.</li> <li>Staff members do not adjust the schedule to address instructional needs.</li> <li>Programs that occur during instructional time do not relate to the learning goals of students.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>8.1e</b>  <b>Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Staff member interviews</li> <li>• ACSIP</li> <li>• Lesson plans/units of study</li> <li>• School/district shared online folders/web pages</li> <li>• Professional library/resources</li> <li>• Meeting agenda, minutes and observations</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership collaborates to develop and implement a schedule that provides regular common team planning time by both content areas and grade levels.</li> <li>• School leadership uses common team planning time to collaborate by both content area and grade level to focus classroom instruction on the goals and objectives of the ACSIP.</li> <li>• School leadership collaborates with the staff members at other schools across the district to electronically share lesson plans and curriculum maps in order to more effectively address vertical transitions.</li> <li>• School leadership from multiple schools collaborates to implement a district-wide, research-informed evaluation of team planning on student performance and make adjustments as necessary to achieve the goals and objectives of the ACSIP.</li> <li>• Abundant resources are used to support teacher collaboration and team planning to meet the individual learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership collaborates to develop and implement a schedule that provides regular common team planning time by content area and/or grade level.</li> <li>• School leadership uses common team planning time to collaborate by content area and/or grade level to focus classroom instruction on the goals and objectives of the ACSIP.</li> <li>• School leadership posts lesson plans and curriculum maps in a shared on-line environment or other convenient venue to promote horizontal and vertical team planning.</li> <li>• School leadership evaluates the impact of the team planning on student performance and makes adjustments as necessary.</li> <li>• Resources (time, space, people, money, materials) are used to support teacher collaboration and team planning to meet the individual learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership may collaborate to develop a schedule that provides regular common team planning time, but the schedule is not implemented as developed.</li> <li>• School leadership uses common team planning time to collaborate, but efforts are not focused on the goals and objectives of the ACSIP.</li> <li>• Some lesson plans are shared to promote horizontal and vertical team planning.</li> <li>• School leadership informally discusses the impact of team planning on student performance, but adjustments are not always made.</li> <li>• Resources are not always used to support teacher collaboration and team planning to meet student-learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not collaborate to develop a schedule that provides common team planning time.</li> <li>• School leadership does not use common team planning time to collaborate.</li> <li>• Lesson plans are not shared to promote horizontal and vertical team planning.</li> <li>• School leadership does not consider the impact of team planning on student performance.</li> <li>• Resources are not used to support teacher collaboration and team planning.</li> </ul>

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organizational time based on developmental needs of students, interdisciplinary units, etc.)</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Supplemental or Remediation programs and procedures</li> <li>• Documentation of peer tutors, cooperative learning groups</li> <li>• Examples of student learning inventories</li> <li>• Master schedule</li> <li>• Classroom walkthrough observations</li> <li>• Mission and belief statements</li> <li>• Staff member and student interviews</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the missions of the school and the district.</li> <li>• Creative scheduling and technological resources are combined to meet the developmental needs and learning styles of students.</li> <li>• Staff members implement research-informed and innovative instructional strategies and time usage practices to promote successful student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the mission of the school.</li> <li>• The developmental needs and learning styles of students are given priority in arranging student schedules.</li> <li>• Staff members implement a variety of effective instructional strategies and provide extended time for learning to promote successful student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The stated intention of the design of the school's schedule is to maximize instructional time for staff members to provide quality instruction to accomplish the mission of the school, but the schedule more often accommodates the convenience of staff members.</li> <li>• The developmental needs and learning styles of students may be considered in arranging student schedules but are not made a priority.</li> <li>• Some staff members implement a variety of effective instructional strategies and/or provide expanded instructional opportunities for learning to promote successful student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Maximization of instructional time is not a consideration in the design of the school's schedule.</li> <li>• The developmental needs and learning styles of students are not considered in arranging student schedules.</li> <li>• Staff members use a single method of instruction and/or do not provide expanded instructional opportunities for learning.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>8.2 Resource Allocation and Integration</b></p> <p><b>8.2a</b> The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Local board of education policies</li> <li>School budget</li> <li>Budgetary procedure manuals</li> <li>School financial reports</li> <li>District and school staff members, parent/family interviews</li> <li>NSLA funds</li> <li>Professional development funds</li> <li>ALE funds</li> <li>Other state and federal funds, e.g., Title I, II, etc.</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>Representatives of multiple stakeholder groups (e.g., parents, teachers, community leaders, students) are involved in budget development.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has adopted a clearly defined budget policy and school leadership has implemented budgetary procedures to allocate funds to meet the identified needs of students.</li> <li>District/school leadership supports staff members in obtaining resources from external sources (e.g., grants, instructional materials) to augment school allocations.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education has a budget policy, but it is not clearly defined, or district/school leadership has not fully implemented budgetary procedures to allocate funds to meet the identified needs of students.</li> <li>District/school leadership does not always support staff members in obtaining resources from external sources to augment school allocations.</li> </ul>	<ul style="list-style-type: none"> <li>The local board of education does not have a budget policy.</li> <li>District/school leadership does not support staff members in their efforts to obtain resources from external sources.</li> </ul>
	<ul style="list-style-type: none"> <li>District/school leadership has established a clearly defined process for supporting staff members in obtaining resources from external sources to augment school allocations.</li> <li>Teachers have access to abundant resources to meet the identified needs of their students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have equitable access to fiscal resources to meet the identified needs of their students and are expected to participate in fiscal decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers may have equal access to fiscal resources, but those resources are not equitably distributed to meet the identified needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers do not have equal or equitable access to fiscal resources.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>8.2b</b>  <b>The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.</b>  <b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Local board of education policies</li> <li>• School budgets</li> <li>• Vision and mission statements</li> <li>• School procedures manual</li> <li>• School financial reports</li> <li>• Needs assessments data</li> <li>• District and school staff member, parent and other stakeholder's interviews</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Abundant discretionary funds support the vision and mission statements of the school and relate directly to student needs.</li> <li>• The local board of education has developed policies with input from staff members and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Expenditures of discretionary funds support the vision and mission statements of the school and relate directly to student needs identified from appropriate data.</li> <li>• The local board of education has adopted policy and school leadership has implemented operational procedures for distribution of discretionary funds.</li> </ul>	<ul style="list-style-type: none"> <li>• Expenditures of discretionary funds may support the vision and mission statements of the school but the match of expenditures to identified student needs is not intentional.</li> <li>• The local board of education has adopted policy and school leadership has established procedures for distribution of discretionary funds, but the procedures are not always followed.</li> <li>• The district/school conducts a needs assessment for budget planning purposes, but the assessment is limited in scope and/or involves few people beyond the district/administration level.</li> </ul>	<ul style="list-style-type: none"> <li>• Expenditures of discretionary funds do not support the vision and mission statements of the school.</li> <li>• The local board of education does not have a policy on or school leadership has not established procedures for the distribution of discretionary funds.</li> <li>• The district/school does not conduct a needs assessment for budget planning purposes.</li> </ul>
	<ul style="list-style-type: none"> <li>• The operational procedures for expenditure of discretionary funds are informed by organizational efficiency research.</li> </ul>	<ul style="list-style-type: none"> <li>• The district/school conducts a needs assessment for budget planning purposes with all staff members and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Established operational procedures are followed in the expenditure of discretionary funds and result in the funding of educational priorities related directly to student needs.</li> <li>• Operational procedures may be in place for expenditures of discretionary funds but the procedures are not always followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Expenditures of discretionary funds do not follow operational procedures.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>8.2c</b> District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Local board of education policies</li> <li>• District procedures manuals</li> <li>• School financial management procedures</li> <li>• School budgets</li> <li>• Documentation of grant awards</li> <li>• District staff member and school staff member's interviews</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Budget decisions are data-informed, intentional and aligned with the action components of the comprehensive school and district improvement plans.</li> <li>• Funds are integrated and expended in accordance with the comprehensive school and district improvement plans and requirements of grants.</li> <li>• School leadership engages representatives of all stakeholder groups in long-term financial planning to ensure that expenditures proactively meet the anticipated future needs of the school's students.</li> </ul>	<ul style="list-style-type: none"> <li>• Budget decisions are data-informed, intentional and aligned with the action components of the ACSIP.</li> <li>• Funds are expended in accordance with the ACSIP and requirements of grants.</li> <li>• Expenditures are monitored regularly and adjusted as necessary to meet changing student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Some budget decisions are aligned with the action components of the ACSIP, but they may not be intentional or informed by data.</li> <li>• Funds are not always expended in accordance with the ACSIP and requirements of grants.</li> <li>• Expenditures are not regularly monitored or adjusted to meet changing student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Budget decisions are not aligned with the action components of the ACSIP.</li> <li>• Funds are not expended in accordance with the ACSIP and requirements of grants.</li> <li>• Expenditures are not monitored or adjusted to meet changing student needs.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities and Professional Development) to address student needs identified by the school/district.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• School budgets (3 year history)</li> <li>• Categorical program financial reports (3 year history)</li> <li>• District and school staff member's interviews</li> <li>• District meeting agendas and minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• All categorical funds are appropriately and effectively integrated with general funds to maximize support of identified student needs.</li> <li>• Categorical funds are expended to encourage research-informed and innovative program strategies to be implemented in the classroom to meet specific student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• All categorical funds are allocated to support identified student needs.</li> <li>• The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs.</li> <li>• Revenue from multiple sources is consistently integrated to maximize student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Categorical funds do not always support identified student needs.</li> <li>• The expenditure of categorical funds may be monitored but program strategies are not always revised based on the evaluation of specific student needs.</li> <li>• Revenue from various sources is not always integrated to maximize student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Categorical funds are not used to support identified student needs.</li> <li>• The expenditure of categorical funds is not monitored.</li> <li>• Revenue from various sources is not integrated.</li> </ul>

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**EFFICIENCY STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING**

**Standard 9:** The school/district develops, implements, and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.1 Defining the School's Vision, Mission, Beliefs</b></p> <p><b>9.1a</b>  <b>There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• Mission and belief statements</li> <li>• School improvement planning team's meeting agenda and minutes</li> <li>• Staff member, community member, parent/family member and school improvement planning team member interviews</li> <li>• ACSIP</li> <li>• Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• During the development of the school's vision, mission, beliefs and goal statements, representatives of stakeholder groups confer with and obtain input from their constituent organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Representatives of stakeholder groups reflecting the diversity of the school's learning community collaborate to draft and finalize the school's vision, mission, beliefs and goal statements.</li> </ul>	<ul style="list-style-type: none"> <li>• A collaborative process is established that involves teachers and administrators in defining the school's vision, beliefs, mission and goals, but it provides a limited role for other stakeholders (e.g., students, parents, community members).</li> </ul>	<ul style="list-style-type: none"> <li>• No effort is made to establish a collaborative process to define the school's vision, beliefs, mission and goals.</li> </ul>
	<ul style="list-style-type: none"> <li>• Drafts of these statements were presented by teams composed of representatives of stakeholder groups at open meetings, and public comment was sought and considered prior to final adoption.</li> </ul>	<ul style="list-style-type: none"> <li>• Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption.</li> </ul>	<ul style="list-style-type: none"> <li>• Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Drafts of these statements were not presented to the general public.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.2 Development of the Profile</b></p> <p><b>9.2a</b>  <b>There is evidence the school/district planning process involves collecting, managing and analyzing data.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>District/sub-committee meetings</li> <li>ACSP</li> <li>School improvement planning team's meeting agenda and minutes</li> <li>School and district staff member, community member, parent/family member and school improvement planning team member interviews</li> <li>Student work</li> <li>School profile</li> <li>School Report Card</li> <li>Data analysis summaries/reports</li> <li>Needs assessment data</li> <li>NORMES reports</li> <li>Perception surveys</li> <li>Software technology reports</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The systematic data analysis process includes the identification of trends, projections and correlations of data, as well as the identification of emerging issues to inform decision-making at the school and classroom levels.</li> </ul>	<ul style="list-style-type: none"> <li>There is a systematic process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation and that informs decision-making at the school and classroom levels.</li> </ul>	<ul style="list-style-type: none"> <li>There is a process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation, but the data analysis is not used to inform decision-making at the school and classroom levels.</li> </ul>	<ul style="list-style-type: none"> <li>There is an inefficient process for collecting, managing and analyzing data.</li> </ul>
	<ul style="list-style-type: none"> <li>School profile data are disaggregated, analyzed and disseminated to all staff members who apply the implications of the data to instructional decision-making.</li> <li>The analysis of data is validated against educational research to design curriculum, assessment and instruction that fosters positive change and creates a culture of high achievement for all students.</li> </ul>	<ul style="list-style-type: none"> <li>School profile data reflect the school's overall performance and are disaggregated and analyzed by appropriate subgroups (e.g., gender, race/ethnic group, economic level).</li> <li>The sets of data collected in each area of the profile are integrated and analyzed using a systems approach, and the analysis includes comparison to similar and high-performing schools.</li> </ul>	<ul style="list-style-type: none"> <li>School profile data reflect the school's overall performance, but the data are not always disaggregated and analyzed by appropriate subgroups.</li> <li>The sets of data collected for the profile are not always integrated or analyzed using a systems approach.</li> </ul>	<ul style="list-style-type: none"> <li>School profile data does not accurately reflect the school's overall performance.</li> <li>The sets of data collected for the profile are not analyzed using a systems approach.</li> </ul>
	<ul style="list-style-type: none"> <li>The district establishes and maintains a district-wide, state-of-the-art data management system that is also accessible throughout the district.</li> </ul>	<ul style="list-style-type: none"> <li>A data management system is in place that allows ready access to the school's longitudinal profile data for revision and analysis over time.</li> </ul>	<ul style="list-style-type: none"> <li>A data management system is in place, but access to the school's data is difficult and hinders analysis of data over time.</li> </ul>	<ul style="list-style-type: none"> <li>There is no data management system in place.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>9.2b</b> The school/district uses data for school improvement planning.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Written and graphical data analyses</li> <li>• School improvement planning team's meeting agendas and minutes</li> <li>• Staff member, community member, parent/family member and school improvement planning team member interviews</li> <li>• School Improvement Report</li> <li>• Other student achievement data</li> <li>• Needs assessment data</li> <li>• ACTAAP data</li> <li>• NORMES reports</li> <li>• Perception surveys</li> <li>• School profile</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The collected data are used to anticipate and proactively address future needs.</li> <li>• Analysis of trend data is conducted and is reflected in the objectives of the ACSIP. The data are viewed as a stimulus for improvement rather than merely a snapshot of current conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• The collected data are used to identify and prioritize areas of need for the ACSIP. Student achievement data are a significant part of the data used to identify and prioritize needs.</li> <li>• The analysis of the data contained in the school's profile guides the school improvement planning process and is reflected in the objectives of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The collected data are used to identify areas of need for the ACSIP. Student achievement data are sometimes used to identify and prioritize needs, but they are not used in a consistent and deliberate manner.</li> <li>• There is some analysis of the data to guide school improvement, but either the implications of the analysis are not fully explored or the analysis is only partially reflected in the objectives of the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• The collected data are not used to identify and prioritize areas of need for the ACSIP.</li> <li>• Analysis of profile data is not used for ACSIP and/or is not reflected in the objectives of the plan.</li> </ul>

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>9.3 Defining Desired Results for Student Learning</b></p> <p><b>9.3a</b> School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Standards-based curriculum documents</li> <li>• School Improvement planning team's meeting agendas and minutes</li> <li>• Staff member, community member, parent/family member and school improvement planning team member interviews</li> <li>• Professional library/resources</li> <li>• Research findings</li> <li>• District committee's meeting agendas and minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Staff members implement the educational research findings of the school improvement planning team in designing appropriate instructional strategies that are specified in the ACSIP.</li> <li>• School leadership incorporates interdisciplinary school-wide goals for student learning into the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• The school improvement planning team conducts a review of the latest educational research that has implications for student learning and reports its findings to district and the staff members.</li> <li>• School leadership considers district and state standards as they work with the school improvement planning team to determine the goals and objectives of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The school improvement planning team conducts a review of educational research, but the implications of the research for student learning are not fully considered.</li> <li>• School leadership considers district and state standards but does not use the team's findings to determine the goals and objectives of the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• The school improvement planning team does not review educational research.</li> <li>• School leadership does not consider district and state standards when determining the goals and objectives of the ACSIP.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.3b</b> The school/district analyzes their students' unique learning needs.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>• ACSIIP</li> <li>• School improvement planning team's meeting agendas and minutes</li> <li>• Staff member, community member, parent/family member and school improvement planning team member interviews</li> <li>• Needs assessment data</li> <li>• Perception surveys</li> <li>• Documentation of data analysis</li> <li>• School Improvement Report</li> <li>• ACTAAP reports</li> <li>• Other student achievement data</li> <li>• School profile</li> <li>• NORMIES reports</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The school improvement team conducts additional surveys of stakeholders' perceptions as needed.</li> <li>• The school improvement planning team has established self-assessment mechanisms and collects data to ensure that their efforts are serving the school improvement effort as a whole.</li> <li>• School leadership regularly analyzes student performance data and develops a school strategy that empowers teachers and administrators to make decisions that support success for students with special learning needs and for all population subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• The school improvement planning team conducts an analysis of the results of surveys of stakeholders' perceptions of the school in meeting the unique learning needs of students.</li> <li>• Data is collected to verify strengths and to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time.</li> <li>• School leadership analyzes student performance data to identify students with unmet special learning needs and to identify achievement gaps within the student population as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>• The school improvement planning team surveys stakeholders' perceptions on the strengths and limitations of the school in meeting the unique learning needs of students, but either the survey results are not thoroughly analyzed or are not consistently used as a data source for planning.</li> <li>• Data is collected to verify strengths, but the data is not used to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time.</li> <li>• School leadership analyzes student performance data, but either the analysis is not always used to identify students that have special learning needs or is inadequate to help the school identify gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• The school improvement planning team does not survey stakeholders' perceptions on the strengths and limitations of the school in meeting the unique learning needs of students.</li> <li>• Data is not collected to verify the strengths and limitations of the school in improving student learning.</li> <li>• Data is not considered in identifying student learning needs.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.3c</b> The desired results for student learning are defined.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Student performance level descriptions</li> <li>• School improvement planning team's meeting agendas and minutes</li> <li>• Staff members, district, community members, parent/family members and school improvement planning team member interviews</li> <li>• District sub-committee's meeting agendas and minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The desired results for student learning are regularly reviewed and modified as necessary.</li> <li>• The desired results for student learning anticipate the needs of the school's population as life-long learners with a focus on access and equity.</li> <li>• School leadership and representatives from all stakeholder groups collaborate to identify the student learning goals and share a sense of responsibility and commitment for achieving the goals of the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• The desired results for student learning are clearly and concisely stated, defined in measurable terms and accompanied by benchmarks.</li> <li>• The desired results for student learning reflect meaningful and challenging learning goals and are aligned with the school's vision.</li> <li>• School leadership has identified a manageable number of student learning goals as priorities for the ACSIP. Staff members share a sense of responsibility for achieving the goals of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The desired results for student learning are clearly stated but not defined in measurable terms or not accompanied by benchmarks.</li> <li>• Some of the desired results for student learning are meaningful and sufficiently challenging, but they are not all aligned with the school's vision.</li> <li>• School leadership has identified student-learning goals as priorities for the ACSIP, but the number of goals is not manageable or not all staff members share a sense of responsibility for achieving the goals of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The desired results for student learning are not stated.</li> <li>• The desired results for student learning are neither meaningful nor sufficiently challenging.</li> <li>• School leadership has not identified student-learning goals as priorities for the ACSIP.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.4 Analyzing Instructional and Organizational Effectiveness</b></p> <p><b>9.4a</b>  <b>Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.</b></p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• School improvement planning team's meeting agendas and minutes</li> <li>• Staff members, district, community members, parent/family members and school improvement planning team member interviews</li> <li>• Needs assessment data</li> <li>• Data analysis summaries/reports</li> <li>• District sub-committee's meeting agendas and minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• Staff members and representatives of stakeholder groups use data triangulation to review survey data from multiple sources to corroborate the identification of perceived strengths and limitations of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members and representatives of stakeholder groups review survey data to identify perceived strengths and limitations of the school to inform school improvement planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members sometimes review survey data to identify perceived strengths and limitations of the school, but the results of the review are not always used to inform school improvement planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members do not review survey data to identify perceived strengths and limitations of the school.</li> </ul>
	<ul style="list-style-type: none"> <li>• School leadership ensures that all four types of data (student learning, demographic, perception and school processes) are collected and intentionally used to verify the strength and limitations in the organizational and instructional domains of the school and to validate the goals of the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional data are analyzed to verify perceived strengths and limitations in the organizational and instructional domains of the school to validate the goals of the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional data are analyzed, but the level of analysis is not always sufficient to verify the perceived strengths and limitations in the organizational and instructional domains of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Data is not analyzed to verify the perceived strengths and limitations of the school.</li> </ul>

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>9.4b</b> The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>Action components of ACSIP</li> <li>School improvement planning team's meeting agendas and minutes</li> <li>Staff member, district, parent/family member, school improvement team member and community member interviews</li> <li>District sub-committee's meeting agendas and minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>School improvement goals are visionary, validated against educational research and balanced between the school's instructional and organizational activities.</li> </ul>	<ul style="list-style-type: none"> <li>School improvement goals are stated in clear, concise and measurable terms and are focused on building the school's capacity for instructional and organizational effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>School improvement goals are generally stated in clear and concise terms but either are not measurable or are not focused on the school's capacity for instructional and organizational effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>School improvement goals are not stated in clear, concise or measurable terms.</li> </ul>



Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>9.5 Development of the Improvement Plan</b></p> <p><b>9.5a</b> The action steps for school improvement are aligned with the school improvement goals and objectives.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>Action components ACSIP</li> <li>School improvement planning team's meeting agenda and minutes</li> <li>Staff member, school improvement planning team members and district interviews</li> <li>District sub-committee's meeting agendas and minutes</li> <li>Achievement data, including sub-populations</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>The action components of the ACSIP are intentionally focused on equity of academic opportunity and access for all individual students as well as subpopulations.</li> <li>The goals, objectives and activities of the ACSIP are seamlessly integrated into the practice of the school resulting in a culture of high achievement for all students.</li> <li>Activities in the ACSIP are validated against best practices of similar and high-performing schools.</li> </ul>	<ul style="list-style-type: none"> <li>The action components of the ACSIP include an intentional focus on closing achievement gaps among subpopulations.</li> <li>The goals, objectives and activities of the ACSIP are all in alignment.</li> <li>Activities in the ACSIP are grounded in research and are sufficient to achieve the objectives.</li> </ul>	<ul style="list-style-type: none"> <li>The action components of the ACSIP may have an impact on closing achievement gaps among subpopulations, but the focus is not intentional.</li> <li>Not all of the goals, objectives and activities of the ACSIP are in alignment.</li> <li>Activities in the ACSIP may be grounded in research but are not always sufficient to achieve the objectives.</li> </ul>	<ul style="list-style-type: none"> <li>The action components of the ACSIP do not include a focus on closing achievement gaps.</li> <li>The goals, objectives and activities of the ACSIP are not in alignment.</li> <li>Activities in the ACSIP have no basis in research and are not sufficient to achieve the objectives.</li> </ul>

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Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p><b>9.5b</b> The plan identifies the resources, timelines and persons responsible for carrying out each activity.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP District and school improvement planning team meeting agendas and minutes</li> <li>• Staff member and school improvement planning team's member interviews</li> <li>• Local board of education meeting agenda and minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The timelines established for the action components in the ACSIP are realistic without compromising educational idealism or detracting from the immediacy of impacting student performance.</li> <li>• Abundant resources are available for all activities in the ACSIP, constructing a bridge of support between goal setting and implementation of the plan.</li> <li>• The persons responsible for implementation of the action components of the ACSIP include representatives of other stakeholder groups as well as staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• The timelines established for the action components in the ACSIP are realistic and designed to have maximum impact on student performance.</li> <li>• Adequate resources are identified for all activities in the ACSIP. All funding sources are integrated in the budget to support the plan.</li> <li>• ACSIP identifies persons responsible for implementation of the action components, and this responsibility is shared among staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• The timelines established for the action components in the ACSIP are not always realistic or are not always designed to impact student performance.</li> <li>• Limited resources are provided for the activities in the ACSIP, and/or funding sources are not always integrated.</li> <li>• ACSIP identifies persons responsible for implementation of the action components, but the responsibility is not shared among staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• The timelines for the action plan in the ACSIP have not been established or are unrealistic.</li> <li>• Resources are not identified for the activities in the ACSIP.</li> <li>• The ACSIP does not identify persons responsible for implementation of the action components.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.5c</b> The means for evaluating the effectiveness of the ACSIP is established.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• School improvement planning team meeting agendas and minutes</li> <li>• Staff member, school improvement planning team member, and district interviews</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership provides appropriate and timely academic press and support to ensure effective implementation of the activities of the ACSIP.</li> <li>• School leadership validates the results of data analysis against educational research and makes recommendations for appropriate modifications to the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership systematically monitors the effectiveness of the activities of the ACSIP over time.</li> <li>• School leadership analyzes the data and makes appropriate modifications to the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership monitors the effectiveness of the activities of the ACSIP, but the process is not systematic.</li> <li>• School leadership reviews the data but does not always make appropriate modifications to the ACSIP.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not monitor the ACSIP.</li> <li>• School leadership does not review the data.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.5d</b> The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Staff member, district and school improvement planning team member's interviews</li> <li>• Mission and belief statements</li> <li>• School improvement planning team meeting agendas and minutes</li> <li>• Needs assessment data</li> <li>• School profile</li> <li>• Perception surveys</li> <li>• District meeting agendas and minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• The action components in the ACSIP are aligned with the mission and beliefs of the school and the district.</li> <li>• The action components in the ACSIP anticipate the needs of the school's population as life-long learners and enhance the instructional and organizational effectiveness of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The action components in the ACSIP support the desired results for student learning and instructional and organizational effectiveness as reflected in the school's mission and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Some action components in the ACSIP support the desired learning results and instructional and organizational effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's mission and beliefs were not considered or did not guide the development of the action components of the ACSIP.</li> <li>• The action components in the ACSIP do not support the desired results for student learning or instructional and organizational effectiveness.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.6 Implementation and Documentation</b></p> <p><b>9.6a</b> The ACSIP is implemented as developed.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Staff member, school improvement planning team member and other stakeholders' interviews</li> <li>• School improvement planning team meeting agendas and minutes</li> <li>• District meeting agendas and minutes</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership models a collaborative approach to the implementation of the ACSIP.</li> <li>• Stakeholders know the goals of the ACSIP and are involved in implementing the plan as developed.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership provides ongoing direction, support and resources for effective implementation of the ACSIP.</li> <li>• Staff members know the goals of the ACSIP and implement the plan as developed.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership provides limited direction and support for the implementation of the ACSIP.</li> <li>• Most staff members are aware of the ACSIP, but not all are involved in the implementation of the plan as developed.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not provide direction and support for the implementation of the ACSIP.</li> <li>• Staff members do not have sufficient awareness of the ACSIP to be involved in its implementation.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.6b</b> The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Staff member, school improvement planning team member and other stakeholder interviews</li> <li>• School Improvement planning team meeting agendas and minutes</li> <li>• Summaries of data collected</li> <li>• District sub-committee meeting agendas and minutes</li> <li>• Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership collects and analyzes data in the areas targeted by the ACSIP and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plans are achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership may collect and analyze data in the areas targeted by the ACSIP but does not always compare levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not analyze data in the areas targeted by the ACSIP for the purpose of evaluating the degree to which the goals of the plan are achieved.</li> </ul>

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Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Summaries of data collected</li> <li>• Staff member, school improvement planning team member and district interviews</li> <li>• School improvement planning team agendas and minutes</li> <li>• Perception surveys</li> <li>• Technology incorporated reports</li> <li>• NORMES report</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools to assimilate a culture of high performance expectations into the practice of classrooms and the school.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership collects and analyzes data in the areas targeted by the ACSIP and compares levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership may collect and analyze data in the areas targeted by the ACSIP but does not always compare levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership does not analyze data in the areas targeted by the ACSIP for the purpose of evaluating the degree to which the expected impact on classroom practice is achieved.</li> </ul>

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>9.6d</b> There is evidence of attempts to sustain the commitment to continuous improvement.</p> <p><b>Examples of Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• ACSIP</li> <li>• Staff member, school improvement planning team member, parent/family member and community members' interviews</li> <li>• District meeting agendas and minutes</li> <li>• School improvement planning team agendas and minutes</li> <li>• Samples of communications to staff and stakeholders</li> <li>• Media releases</li> <li>• Identified new objectives for improvement</li> <li>• Needs assessment data</li> <li>• School Improvement Report</li> <li>• Perception surveys</li> </ul>	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> <li>• School leadership ensures that implementation strategies are relevant, appropriate, drawn from research and customized for school context resulting in a high level of staff support and commitment.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership implements a systematic and ongoing process to conduct a comprehensive analysis of the school's progress in achieving the goals of the ACSIP. Feedback is collected from stakeholders, and modifications to the plan are made as necessary.</li> <li>• School leadership regularly provides school improvement reports to the school. Accomplishments are formally recognized and celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership conducts a review of the school's progress in achieving the goals of the ACSIP. Feedback is not always collected from stakeholders or used to make modifications to the plan.</li> <li>• School leadership sometimes provides school improvement reports to the school. Accomplishments may be noted on an informal basis.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership makes no effort to sustain the school's commitment to continuous improvement.</li> <li>• School leadership does not provide school improvement reports to the school.</li> </ul>
	<ul style="list-style-type: none"> <li>• School leadership engages representatives of the learning community in long-term planning to identify new or emerging objectives that proactively meet the anticipated future learning needs of the school's students.</li> </ul>	<ul style="list-style-type: none"> <li>• New or emerging objectives for improving student performance are identified and activities are selected and implemented to address these objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• New areas for needed improvement may be identified, but objectives are not always specified.</li> </ul>	<ul style="list-style-type: none"> <li>• New or emerging areas for improving student performance are not identified.</li> </ul>

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## Scholastic Audit Glossary

- Abundant**-Present in great quantity; more than enough in size, scope or capacity.
- Academic expectations**-Learning goals that characterize student achievement.
- Accommodate**-Changes made in the way materials are presented or in the way students respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.
- Achievement gap**-A substantive performance difference on each of the tested areas by grade level of the ACTAAP between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch (ACTAAP).
- Action research**-Research by a practicing educator about practice in the classroom. This is educator-initiated and is school-based research.
- Action steps**-Activities that are reflected in the Comprehensive School Improvement Plan to address the goals and objectives of the action component.
- Ad hoc groups**-Committees formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.
- Arkansas Educational Television Network (AETN)**-A medium that educates and offers Arkansans a wide range of local arts, cultural, documentary, public affairs productions, adult education programs, college credit telecourses, instructional programs, professional development seminars and ADE distance learning.
- Age appropriate**-Suitable in relation to developmental level.
- Anecdotal record**-A written record of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic and cognitive development. This method is informal and encourages the use of a note pad, sticky notes and a checklist with space for notes, etc. Continuous comments are recorded throughout the day about what a child can do and his/her achievements as opposed to what he/she cannot do.
- Arkansas Comprehensive School Improvement Plan (ACSIP)**-A comprehensive school improvement plan organized around priority needs that include financial resources, professional development, equity and technology to improve the academic environment.
- Arkansas Curriculum Frameworks**-This framework provides direction in the development of the local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.
- Arkansas Early Learning Profile (AELP)**-The model assessment instrument designed by the Arkansas Department of Education to correspond with the Primary Program. The AELP instrument is designed to document a student's real learning, growth and development during the primary years.
- Articulate**-Expressing yourself or characterized by clear expressive language; express or state clearly.

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**Articulation-A** clear and effective written or oral statement.

**Articulation (as related to curriculum)**-The school/district aligned curriculum must be well communicated to all stakeholders, implemented district/school wide, integrated across disciplines and connected to real-life situations.

- Vertical articulation** or alignment indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation speaks to what is taught from pre-school through upper grades and is sometimes noted simply as "K-12 Curriculum."
- Horizontal articulation or alignment** indicates that the curriculum is carefully planned within grade levels. For example, every primary grade throughout the school/district will teach the same curriculum and every 6th grade social studies class, every 10th grade health class, every 12th grade physics class, and so on.

**Articulation agreement**-A systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes content duplication.

**Assessment:** Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

- Formal assessment**-A commercially designed and produced test for elementary, middle and high school levels that is given on a single occasion.
- Informal assessment**-A non-standardized measurement that a teacher uses to learn what a student is able to do in a certain area. The teacher interprets the results and uses those results to plan instruction.

**Assistive technology**-Any item, piece of equipment or product/system that is used to increase, maintain or improve functional capabilities of children with disabilities. It also includes any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

**Authentic assessment**-A broad evaluation procedure that includes a student's performance or demonstration, and in the context of normal classroom involvement and reflects the actual learning experience (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances assessed reflect "real world" applications.

**Basal textbook**-A book that offers a foundation for instruction for a course or grade level that provides appropriate progression of information on a subject being studied.

**Baseline data**-Information collected to establish a reference point for comparison to the same data collected at a later time.

**Benchmark**-An example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

**Best practices**-Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, research and procedures impacting teaching and learning.

**Career portfolio**-A representative sampling of past experiences.

**Categorical funds**-Sources of revenue that are tied to specific guidelines required by the funding source (i.e., Title I, Title II, Title III, Title IV, special education, food services, transportation).

**Classroom writing/Working folder**-A collection of student writing in different stages of development from more various content areas.

**Coaching**-To facilitate and encourage the development of self and others through a respectful, confidential, ethical and masterful interaction towards success.

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**Co-curricular activities**-All school-based or school-sponsored activities not part of the regular curriculum but offered for credit. The purpose of co-curricular activities is to enrich and extend the regular curriculum. For example, students learn to work collaboratively with others, to set high standards and to strive for superior performance while playing team sports or participating in drama and music activities.

**Collaboration**-Direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal (Judy Wood, 1998).

**Core**-The course of study recommended for all students.

**Common items**-Items on the assessment taken by all students and on which individual student scores are based.

**Computer assisted instruction**-Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace.

**Cooperative learning**-A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

**Core Content for Assessment**-The content that has been identified as essential for all students to know and will be included on the state assessment.

**Course syllabi**-A summary outline of curriculum.

**Criteria**-A standard on which a judgment or decision may be based.

**Critical attributes**-Those descriptors that define necessary components of the primary program. They are developmentally appropriate educational practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork and positive parent involvement.

**Critical thinking**-Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning and the reliability of sources of information and then applying them in evaluative ways.

**Cultural responsiveness**-Teaching that uses the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

**Curriculum**-An organized course of study that engages students in learning the standards that have been identified at the national, state and local level.

**Curriculum alignment**-Refers to the process of interpreting learning standards then developing learning objectives that are directly targeted to those standards.

**Curriculum framework**-The listing of the state's academic content standards (Student Learning Expectations) by grade level that guides the development of the curriculum and the selection in placement of instructional materials. It also includes the performance standards associated with the content standards (Student Performance Descriptors). (National Research Council)

**Curriculum map**-An outline of the implemented curriculum; what is taught and when it is actually taught.

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**Curriculum mapping-**...is a process that helps teachers keep track of what has actually been taught throughout the entire year or course. By mapping what is actually taught and when it is taught, teachers produce data that they can use in conjunction with assessment data to make cumulative revisions in instruction." (Heidi Hayes Jacobs)

**Developmental appropriateness:** This concept of developmental appropriateness has two dimensions:

- Age appropriateness-**Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development—physical, emotional, social, cognitive and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
- Individual appropriateness-**Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child's thought and experiences with materials, ideas and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

**Differentiation-**A philosophy that involves giving students multiple options for taking in information, making sense of ideas and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas and to develop products.

**Discretionary funds-**Sources of revenue whose expenditure is not specified in the guidelines of the allocating source (i.e., Section 7—or what is left over after Sections 3, 4, 5, and 6 are allocated; some school activity accounts).

**Distributed leadership-**Giving other staff members some of the leader's current responsibilities; goes beyond simply reshuffling assignments and calls for a fundamental shift in organizational thinking that redefines leadership as the responsibility of everyone in the school. Also shared leadership or distributive leadership.

**District improvement planning team-**See Improvement planning team.

**District leadership-**Leadership within the district's central office (e.g. superintendent, assistant superintendent, local board of education, etc).

**District level articulations-**See Articulation.

**District portfolio-**A purposeful or systematic collection of selected work pertaining to the district developed over time, gathered to demonstrate and evaluate progress and achievement.

**District profile-**See Profile.

**Diverse/diversity-**The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences and affirmation initiatives, such as recruitment, placement and retention.

**Efficacy-**Ability to produce the necessary or desired results.

**Empowerment-**The process of providing stakeholders with the opportunities to make decisions.

**Equitable-**Having or exhibiting equity; going beyond equal educational opportunity and equal access.

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- Equity-A** condition that occurs when a community believes in and provides access, opportunity and fairness to all learners as demonstrated by the absence of any form of discrimination.
- Essential knowledge-**The fundamental skills required for all students.
- Essential questions-**Important ideas necessary to consider.
- Evaluating/Evaluation-**To determine the significance, worth or condition and usually by careful appraisal and study.
- Exemplary-**Worthy of imitation; commendable.
- Extracurricular activities-**Clubs, athletic teams, intramurals or other school-based organizations or activities that provide opportunities for students to participate in the school community, where no graduation credit is earned.
- External criteria-**The list of requirements for judging work (i.e. rubric, scoring guide).
- Family Literacy Initiative-**A national and state movement involving at-risk children and their families with sufficient intensity and duration to make sustained changes in their lives through the educational process.
- Flexible grouping-**A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.
- Full implementation-**The complete effect of carrying out a program, plan or initiative.
- Heterogeneous grouping-**The grouping of students in classrooms on the basis of mixed abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).
- High performance-**Schools demonstrating substantial gains.
- Holistic scoring-**A scoring process used to evaluate a student's overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards that are targeted.
- Homogeneous grouping-**The grouping of students in classrooms based on the basis of similar abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).
- IEP-**Individual Education Program for children with special needs.
- Implemented curriculum-**The curriculum that is actually carried out in schools or followed by the teachers and school administrators for the students.
- Improvement planning team:**
- School improvement planning team-**A team of school level staff and stakeholders who are involved in school planning to meet the educational needs of students. Such activities are: data analysis, identification of resources for planning and research-based instructional practices, professional development, assessments, etc.
  - District improvement planning team-**A team of district level staff and stakeholders who are involved in district planning to meet the educational needs of students.

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**Inclusion**-Both a philosophy and a practice where all students are considered and treated as members of the school community.

**Inclusion (as it pertains to Special Education)**-A term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

**Indicator**-Within each of the nine Standards and Indicators for School Improvement, specific sub-sections labeled "indicators" more closely describe various aspects and perspectives of the standard in observable terms.

**Individual graduation plan**-A curricular plan that emphasizes academic and career development for students. A tool which helps students set learning goals based on academic and career interests.

**Individual professional growth plan**-A professional growth plan developed by the evaluatee with the assistance of the evaluator to be aligned with specific goals and objectives of the school improvement and professional development plan

**Instructional materials**-Any print, non-print or electronic medium of instruction designed to assist students in achieving academic expectations.

**Instructional practices**-Methodology used by teachers to engage students in the learning process.

**Integrated/interdisciplinary curriculum**-A curriculum that purposely links disciplines to each other.

**Integration of technology**-Incorporating the use of computers or other technical equipment into the curriculum.

**Interdisciplinary**-Drawing from or characterized by participation of two or more fields of study.

**Learning community**-A curriculum design that coordinates two or more courses into a single program of instruction. It is an integrated approach to education in that experiences more closely parallel the way students learn and are more relevant to real world applications.

**Learning environment**-Any setting or location inside or outside the school used to enhance the instruction of students.

**Learning results**-Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

**Local standards**-Districts may adapt standards that exceed state standards.

**Manipulative**-Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

**Mentoring**-Providing support for activities in a learning process by a person who usually has more experience or expertise.

**Mission**-A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school's progress toward its defined purposes.

**Modality**-The sensory styles through which people receive and process information.

**Modeling-A** teaching strategy in which the teacher demonstrates to student(s) how to do a task with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or "thinking aloud".

**Monitoring-**To watch, keep track of or check usually for a purpose.

**Multicultural education-**Interdisciplinary, cross-curricular education that prepares students to live, learn and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

**Multimodal-**Multiple modes of interaction-aural, visual and tactile-offering users the means to provide input using their voice or their hands via a keypad, keyboard, mouse or stylus. For output, users will be able to listen to spoken prompts and audio and to view information on graphical displays.

**Nonacademic data-**Formally referenced as non-cognitive indicators of a school's progress (retention rate, dropout rate, attendance and school-to-work transition) included in the calculation of the school's Academic Index.

**Nurturing school environment-**An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

**On-demand writing prompts-**Also known as "writing prompt," "prompt," "timed writing" or "directed writing." Interchangeable terms refer to timed, structured, writing assessments that require extended writing, including essays, letters, compositions, etc.

**Open-response items-**Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

**Pacing guides-**A planning tool that helps teachers plan the pacing of their instruction so that all tested topics are taught prior to the administration of accountability testing. A pacing guide is the outline of the intended curriculum.

**Partnership-**Involvement of community groups/members, parents and/or family members and students themselves in a variety of community, home and school-based partnership activities.

**Peer collaboration-**Students working together in a group to solve a problem.

**Peer tutoring-**Support in the learning environment provided by same or different aged students.

**Perception survey-**A collection of data from stakeholders (staff, parents, students, community, etc.) in how they perceive the school/district in regards to Academic Performance, Learning Environment and Efficiency.

**Performance assessment-**See Authentic assessment.

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**Performance level descriptions**-Performance standards for student progress across the content areas of Arts and Humanities, Math, Science, Social Studies, Practical Living/Vocational Studies, Reading and Writing that define what we mean when we say a student has performed at the "novice," "apprentice," "proficient" or "distinguished" level. They clarify for teachers, students and parents how we evaluate student work, and they explain for students what we expect of them.

**Portfolio**-A purposeful or systematic collection of selected work and self-assessments developed over time, gathered to demonstrate and evaluate progress and achievement.

**Process**-A series of actions, changes or functions bringing about a result.

**Professional development**-Processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn, improve the learning of students. It is an intentional, ongoing and systemic process.

**Proficient**-Work that reflects high levels of understanding of both content and performance standards.

**Profile:**

**-School profile**-Schools use a profile to name significant strengths, limitations, opportunities and threats facing the school and is derived from the data contained in the school portfolio.  
**-District profile**-Districts use a profile to name significant strengths, limitations, opportunities and threats facing the district and is derived from the data contained in the district portfolio.

**Program of studies**-A curriculum framework that incorporates core content for assessment.

**Protocol**-A specific set of communication rules; a detailed plan of a procedure.

**Reflection**-A process that provides a structured opportunity to consider what has taken place and the feelings that have been stimulated through an experience.

**Regularly**-Occurring in a fixed, unvarying or predictable pattern with equal amounts of time or space between each one.

**Reliability**-The accuracy and repeatability of a measurement.

**Reliable**-The consistency of assessment results from an instrument over time or over a number of trials.

**Resources**-Sources of supply or support; an available means. Source of information or expertise.

**Reviewing**-The critical evaluation of material.

**Rigor**-The goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging.

**Rigorous**-Demanding strict attention to rules and procedures; allowing no deviation from a standard.

**School culture**-The sum of the values, safety practices and organizational structures within a school that causes it to function and react in particular ways. Teaching practices, diversity and the relationships among administrators, teachers, parents and students contribute to the school environment.

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**School improvement efficacy-**The efficient operation of a school yielding positive gains.

**School improvement planning team-**See Improvement Planning Team.

**School leadership-**While primary leadership at the school level is considered to be the principal, school based decision-making teams may also be considered (where appropriate) when determining levels of school leadership. Organizational structures within the school may also include, but not be limited to, department chairperson(s), team leaders, committee chairperson(s), coordinators of special programs, parent organizations, support centers, the instructional team and the administrative team.

**School profile-**See Profile.

**Scoring guide/rubric-**A set of scoring guidelines to be used in evaluating a student's work.

**Scrimmage-**Practice tests that schools administer to improve student performance on the *Arkansas Comprehensive Testing, Assessment and Accountability Program*.

**Self-assessment-**An individual's evaluation of his/her own work.

**Service learning-**A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth and become better citizens.

**Singleton-**A course of which only one section is offered in the master schedule (e.g. AP Calculus, Orchestra).

**Skills-**The acquired abilities to perform a particular task.

**Skills standards documents-**Documents that describe skill standards to be assessed in the certification process. Current curriculum offered in schools should align to these standards.

**Smart Core-**The course of study recommended for all students.

**Staff development-**See Professional development. A systematically planned, comprehensive set of on-going professional growth activities carried out over time to achieve specific objectives. The ultimate goal is increased student learning and continuous improvement for all staff as they work together to create a quality environment for all students.

**Staff members-**All full- and part-time regular permanent employees of the district.

**Stakeholder-**All persons or group of people (e.g., students, staff members, family members, community members, partners, etc.) associated with the school community that has an interest in the success of the school and its programs.

**Standard(s)-**Content standards: A description of what students need to know and be able to do.

**Performance standards-**A description of how well students need to perform on various skills and knowledge to be considered proficient.

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**State standards-**This term refers to Arkansas' Learning Goals and *Academic Expectations* designed around national standards.

**Strategies-**Plans and methods used by both teachers and students to approach a task.

**Student performance level descriptors-**Descriptors by content area and by grade level that define what students should know and be able to do. They are defined at the "novice", "apprentice", "proficient" or "distinguished" level.

**Student transition planning-**A process that prepares students for key transition points (elementary to middle, middle to high). An example would be the Individual Graduation Plan.

**Student working folders-**An ongoing folder where student work (in-class writing, homework, etc.) is organized and maintained.

**Substantive performance difference-**The difference in academic performance on tests among identified groups. The difference between how a group performs compared to what is expected.

**Systematic process-**An organized manner of consistent ideas or principles.

**Systems approach-**Viewing the school as a whole or perceiving the combination of related structures/components of the school and community (i.e., Standards and Indicators for School Improvement, Standards 1-9).

**Technology-**Technology is the application of knowledge and resources to extend and enhance our human capabilities. Technology Education involves students in a broad and comprehensive manner in the human imagination, its engineered devices, tools and processes, to build knowledge and skills.

**Thematic approach to curriculum-**An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are actively engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes or the whole school; and may last for a few weeks up to several months.

**Thematic units-**Units of study built around a particular theme or topic that can be interdisciplinary.

**Title I-**Federal law and dollars for special help for disadvantaged children from the federal No Child Left Behind Act.

**Transition-**The passage from one stage to another.

**Triangulation-**A process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence. Multiple forms of data provide a more distinct and valid picture of reality.

**Units of study-**Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards (e.g., Arkansas' *Academic Expectations*) as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

**Validity-**A measurement's ability to actually measure what it purports to measure.

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**Vision-A** future oriented aspiration for the teaching and learning environment of the school.

**Work based learning-**Learning that integrates theoretical instruction with structured on-the-job training. It includes work experiences, planned program of job training and work experience, workplace mentoring, instruction in general workplace competencies and broad instruction in a variety of elements of an industry.

**Writing assessment portfolio-**A selection of a student's work that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.

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## Acronyms

ACSIIP—Arkansas Comprehensive School Improvement Plan	ITBS—Iowa Test of Basic Skills
ACT—American College Test	NCLB—No Child Left Behind
ACTAAP—Arkansas Comprehensive Testing, Assessment and Accountability Program	NAEP—National Assessment of Educational Progress
ADE—Arkansas Department of Education	NSLA—National School Lunch Act
AETN—Arkansas Educational Television Network	NORMES—National Office for Research, Measurement and Evaluation Systems
ALE—Alternative Learning Environment	PD—Professional Development
AIP—Academic Improvement Plans	PTA—Parent Teacher Association
ASIP—Arkansas School Improvement Program	PTO—Parent Teacher Organization
AP—Advanced Placement	RFP—Request for Proposal
AR—Accelerated Reader	SAT—Scholastic Aptitude Test
AYP—Adequate Yearly Progress	SISI—Standards and Indicators of School Improvement
DIBELS—Dynamic Indicator of Basic Early Literacy Skills	
ELL—English Language Learners	
ELLA—Early Literacy Learning in Arkansas	
IEP—Individual Education Plan	
IGP—Individual Graduation Plan	
IPGP—Individual Professional Growth Plan	
IRI—Intensive Reading Intervention	

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## Resources

- The Arkansas Department of Education. Administrators. <http://arkansased.org/admin/admin.html>.
- The Arkansas Department of Education. Administrators. Administrator License Completion Program. <http://arkansased.org/admin/alcp.html>.
- The Arkansas Department of Education. Administrators. Approved Administrator License Preparation Programs. [http://arkansased.org/admin/admin\\_programs.html](http://arkansased.org/admin/admin_programs.html).
- The Arkansas Department of Education. Administrators. Standards for Beginning Administrators. [http://arkansased.org/admin\\_beginning.html](http://arkansased.org/admin_beginning.html).
- The Arkansas Department of Education. Administrators. Induction/Mentoring Program. [http://arkansased.org/admin\\_mentoring.html](http://arkansased.org/admin_mentoring.html).
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We, the members of the Arkansas Commission on Closing the Academic Achievement Gap do endorse and lend our support to the ESEA Flexibility Waiver Request created by the Arkansas Department of Education. We believe that the evidence presented to our commission on March 15, 2012 by Mr. John Hoy, Assistant Commissioner for the Division of Academic Accountability will help close the achievement gap in Arkansas.

Over the last few months, the ADE has worked on a waiver application. The application is somewhat controversial in terms of student accountability. Currently, schools are responsible for the achievement of all students, including students who are identified in subpopulations of 40 or more students including minority, free/reduced lunch, and special services. In the current adequate Yearly Progress (AYP,) one subgroup can cause an entire school to be placed on school improvement, even though the general population performed well on state tests. Additionally, a school could receive multiple penalties on a single student if a student is a minority, impoverished, and working under an Individualized Education Plan (IEP.)

Additionally, schools with subgroup populations of less than 40 students do not have to report those subgroups. Therefore, those unidentified students may not be receiving the attention and help needed.

The new goal that the U.S. Department of Education has set is a goal of college and career readiness. The ADE is proposing to create two groups: the general population and one *combined* subgroup of a minimum of 40 students. One concern is that this approach will mask the needs of the students in that subgroup. It is the belief of the ADE that this approach will actually help identify more schools with qualifying subpopulations, and therefore bring attention to the needs of those students.

Mr. Hoy presented this information to the Arkansas Closing the Gap Commission to get the members thoughts and input. The consensus of the commission was to lend support to the ADE in this new strategy to identify previously ignored subgroups because the number was under 40 at many schools across the state.



# UNIVERSITY OF ARKANSAS

College of Education and Health Professions  
*Curriculum and Instruction*

April 30, 2012

To whom it may concern:

This letter acknowledges my full support of allowing flexibility for the ESEA to meet rigorous accountability standards through innovative and comprehensive state plans. As such, Project Teach Them All (PTTA), an innovative USDE National Professional Development Office of English Language Acquisition grant, works in partnership with local LEA's to train teachers in effectively serving students from culturally and linguistically diverse backgrounds. Upon completing the two year program which uses professional learning communities and coaching to facilitate new learning, teachers earn an ESL Endorsement on their teaching license.

PTTA's goals are aligned with the Arkansas Department of Education's (ADE) ESEA waiver goals of closing the achievement gap, serving all students, improving quality of instruction and increasing equity for all students. We have trained 90 teachers via PTTA and will begin a new project, Reaching and Increasing Student Excellence (RISE) on May 1<sup>st</sup> to expand the program in six additional school districts and serve 90-100 teachers. The ADE will have a focus on underachieving populations and closing the achievement gap with an emphasis on English learners and teacher professional development to support their learning. We are working in tandem with ADE to achieve their ESEA waiver goals.

Please feel free to contact me at [dworthen@uark.edu](mailto:dworthen@uark.edu) if you have any additional questions.

Sincerely,

Diana Gonzales Worthen, PhD  
Director, Project Teach Them All  
University of Arkansas  
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**6-15-2011. Supplemental Educational Services Transparency Act.**

(a) This section shall be known and may be cited as the "**Supplemental Educational Services Transparency Act**".

(b) The purposes of this section are to:

- (1) Increase academic performance of students and reduce student remediation rates;
- (2) Ensure that students who qualify for **supplemental educational services** receive the **services** they need;
- (3) Assist parents in making informed decisions when selecting **supplemental educational service** providers; and
- (4) Assist policy makers in reviewing the effectiveness of the **supplemental educational service** providers.

(c) As used in this section:

- (1) "Provider" means a person or entity that:
  - (A) Provides **supplemental educational services** to Arkansas public school students; and
  - (B) Is identified on the list of approved **supplemental educational service** providers published by the Department of Education; and
- (2) (A) "**Supplemental educational services**" means academic instruction:
  - (i) Provided to public school students in addition to the instruction provided during a school day; and
  - (ii) Designed to increase the academic achievement of students enrolled in public schools that have been identified as being in year two (2) or higher of school improvement.
- (B) "**Supplemental educational services**" includes without limitation academic assistance such as tutoring, remediation, and other **supplemental** academic enrichment **services** that are:
  - (i) Consistent with the content and instruction used by the school district where the provider's students are enrolled; and
  - (ii) Aligned with the state's academic content and achievement standards.
- (d) (1) A provider shall prepare an annual report and:
  - (A) Submit the annual report to the department and to the school district where the **supplemental educational services** are provided; and
  - (B) Place a copy of the annual report on the provider's website.
- (2) The report shall include without limitation the following information:

(A) By race and gender, the improvement in student achievement for each student served based on the statewide benchmark tests or other statewide assessment of student achievement;

(B) Student attendance rates;

(C) The amount of funds the provider received per student;

(D) By school district, the total number of **supplemental** educational **services** contracts and the total amount of funds received under those contracts;

(E) The total number of years **supplemental** educational **services** have been provided and the total number of students served for all years; and

(F) The results of parent satisfaction surveys.

(e) A school district shall include the provider's report on the school district's website.

(f) (1) Annually, the department shall review the report of a provider before placing the provider on the department's list of state-approved providers.

(2) The department shall include a link for parents to access information concerning approved providers on its website.

(g) By January 15, 2012, and by January 15 of each year thereafter, a provider of **supplemental** educational **services** shall also prepare an annual progress report containing at least the information required under subsection (d) of this section to the House Committee on Education and the Senate Committee on Education.

(h) The State Board of Education shall promulgate rules to implement this section.

**HISTORY:** Acts 2011, No. 902, § 2.

**ARKANSAS DEPARTMENT OF EDUCATION**  
**RULES GOVERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM**

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**1.0 PURPOSE**

1.01 The purpose of these rules is to establish the requirements and procedures concerning the Teacher Excellence and Support System.

**2.0 REGULATORY AUTHORITY**

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-13-1305, 6-15-1004, 6-15-1402, 6-17-704, 6-17-705, 6-17-1504, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and Act 1209 of 2011.

**3.0 LEGISLATIVE INTENT AND PURPOSE**

3.01 The State Board of Education notes that, with regard to the Teacher Excellence and Support System, it is the intent of the Arkansas General Assembly to:

3.01.1 Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

3.01.2 Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

3.01.3 Provide a basis for making teacher employment decisions;

3.01.4 Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

3.01.5 Encourage highly effective teachers to undertake challenging assignments;

3.01.6 Support teachers' roles in improving students' educational achievements;

3.01.7 Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

- 3.01.8 Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.
- 3.02 The purposes of these rules are, without limitation, to:
- 3.02.1 Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;
  - 3.02.2 Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;
  - 3.02.3 Reflect evidence-based or proven practices that improve student learning;
  - 3.02.4 Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;
  - 3.02.5 Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;
  - 3.02.6 Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;
  - 3.02.7 Require annual evidence of student growth from artifacts and external assessment measures;
  - 3.02.8 Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;
  - 3.02.9 Include procedures for implementing each component of the Teacher Excellence and Support System; and
  - 3.02.10 Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2802 and § 6-17-2804

#### **4.0 DEFINITIONS**

- 4.01 “Artifact” means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

- 4.01.1 Relates to the evaluation rubric; and
- 4.01.2 Represents output from one (1) or more of the following, without limitation:
  - 4.01.2.1 Lesson plans or pacing guides aligned with the state standards;
  - 4.01.2.2 Self-directed or collaborative research approved by an evaluator;
  - 4.01.2.3 Participation in professional development;
  - 4.01.2.4 Contributions to parent, community, or professional meetings;
  - 4.01.2.5 Classroom assessments including:
    - 4.01.2.5.1 Unit tests;
    - 4.01.2.5.2 Samples of student work, portfolios, writing, and projects;
    - 4.01.2.5.3 Pre-assessments and post-assessments; and
    - 4.01.2.5.4 Classroom-based formative assessments;
  - 4.01.2.6 District-level assessments including:
    - 4.01.2.6.1 Formative assessments;
    - 4.01.2.6.2 Grade or subject level assessments;
    - 4.01.2.6.3 Department-level assessments; and
    - 4.01.2.6.4 Common assessments;
  - 4.01.2.7 State-level assessments including:
    - 4.01.2.7.1 End-of-course assessments;
    - 4.01.2.7.2 Statewide assessments of student achievement; and
    - 4.01.2.7.3 Career and technical assessments; and

- 4.01.2.8 National assessments including:
  - 4.01.2.8.1 Advanced placement assessments;
  - 4.01.2.8.2 Norm-referenced assessments; and
  - 4.01.2.8.3 Career and technical assessments.

4.02 “Evaluation” means the process under these rules used to:

4.02.1 Assess with evidence what a teacher should know and be able to do as measured by the categories and performance levels of an evaluation framework; and

4.02.2 Promote teacher growth through professional learning.

4.02.3 “Evaluation” does not include a teacher’s performance relating to competitive athletics and competitive extracurricular activities.

4.03 “Evaluation framework” means a standardized set of teacher evaluation categories that provide the overall basis for an evaluation.

4.04 “Evaluation rubric” means a set of performance descriptors for each teacher evaluation category in the evaluation framework.

4.05 “Evaluator” means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers. “Evaluator” also includes public charter school administrators who are designated by their public charter schools as evaluators, regardless of whether the public charter school administrators hold an administrator’s license. While these rules allow for other school personnel to guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers. Before conducting summative evaluations of teachers pursuant to these rules, a designated evaluator must successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education. Prior to conducting summative evaluations of teachers pursuant to these rules, public charter school administrators who are designated evaluators must also successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education, regardless of whether the public charter school administrators hold an administrator’s license.

4.06 “External assessment measure” means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed



individual designated by the evaluator. For public charter schools, the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator or, if no licensed individuals are employed by the public charter school, a degreed teacher employed by the public charter school and designated by the evaluator.

- 4.07 “Formal classroom observation” means an announced visit to a classroom by an evaluator that:
- 4.07.1 Is preceded by a pre-observation conference to discuss the lesson plan and objectives;
  - 4.07.2 Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree video technology. The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher’s class period;
  - 4.07.3 Facilitates a professional dialogue for the teacher and evaluator; and
  - 4.07.4 Provides essential evidence of the teacher’s classroom practices.
- 4.08 “Formative assessment” means an evaluation of a student’s learning that is given before the student completes a course of instruction to foster the student’s development and improvement on a specific strand within the course of instruction.
- 4.09 “Informal classroom observation” means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:
- 4.09.1 Unannounced; or
  - 4.09.2 For a shorter period of time than a formal classroom observation.
- 4.10 “Intensive support status” means the employment status administered under this subchapter that is assigned to a teacher under Ark. Code Ann. § 6-17-2807 and Section 7.0 of these rules.
- 4.11 “Interim teacher appraisal” means a form of evaluation, other than a summative evaluation, that:
- 4.11.1 Provides support for teaching practices; and

- 4.11.2 Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation categories of a summative evaluation.
- 4.12 “Novice teacher” means a teacher having less than one (1) school year of public school classroom teaching experience.
- 4.13 “Post-observation conference” means a conference between the teacher and evaluator following a formal classroom observation to discuss:
  - 4.13.1 The evaluator’s observations; and
  - 4.13.2 Artifacts presented by the teacher after the formal classroom observation.
- 4.14 “Pre-observation conference” means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation.
- 4.15 “Probationary teacher” means the same as probationary teacher under Ark. Code Ann. § 6-17-1502.
- 4.16 “Statewide assessment of student achievement” means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:
  - 4.16.1 The Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq.; or
  - 4.16.2 A program of Common Core assessments administered under rules of the State Board of Education.
- 4.17 “Summative assessment” means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course.
- 4.18 “Summative evaluation” means an evaluation of a teacher’s performance that evaluates all categories of the evaluation framework that supports:
  - 4.18.1 Improvement in the teacher’s teaching practices and student achievement; and
  - 4.18.2 A school district’s employment decision concerning the teacher.

4.19 “Teacher” means a person who is:

4.19.1 Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

4.19.2 Employed in a public school as a:

4.19.2.1 Classroom teacher engaged directly in instruction with students in a classroom setting;

4.19.2.2 Guidance counselor;

4.19.2.3 Library media specialist;

4.19.2.4 Special education teacher; or

4.19.2.5 The following teachers who instruct public school students:

4.19.2.5.1 Distance learning teachers;

4.19.2.5.2 Virtual charter school teachers;

4.19.2.5.3 Teachers at the Arkansas School for the Blind;

4.19.2.5.4 Teachers at the Arkansas School for the Deaf;

4.19.2.5.5 Teachers at the Arkansas Correctional School;

4.19.2.5.6 Instructional facilitators and instructional coaches; and

4.19.2.5.7 Teachers employed by education service cooperatives who instruct public school students.

4.19.3 “Teacher” also includes a nonlicensed classroom teacher employed at a public charter school under a waiver of teacher licensure requirements granted by the State Board of Education in the charter.

4.19.4 “Teacher” does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator.

4.20 “Teacher Excellence and Support System” means a statewide teacher evaluation system that provides support, collaboration, feedback and targeted professional development opportunities aimed at ensuring effective teaching and improving student learning.

4.21 “Tested content area” means a teaching content area that is tested under a statewide assessment of student achievement.

Source: Ark. Code Ann. § 6-17-2803 as modified

## **5.0 SUMMATIVE EVALUATIONS**

5.01 The evaluation framework for a summative evaluation for a classroom teacher shall include:

5.01.1 The following teacher evaluation categories (or domains):

5.01.1.1 Planning and preparation;

5.01.1.2 Classroom environment;

5.01.1.3 Instruction; and

5.01.1.4 Professional responsibilities; and

5.01.2 An evaluation rubric using nationally accepted descriptors (or components) that consists of the following four (4) performance levels:

5.01.2.1 Distinguished;

5.01.2.2 Proficient;

5.01.2.3 Basic; and

5.01.2.4 Unsatisfactory.

5.02 A summative evaluation shall result in a written:

5.02.1 Evaluation determination for the teacher’s performance level on each teacher evaluation category; and

5.02.2 Summative evaluation determination of the teacher’s performance level on all teacher evaluation categories as a whole.

5.03 A summative evaluation shall use an appropriate evaluation framework, evaluation rubric, and external assessment measurements for a teacher who is not a classroom teacher, including without limitation:

5.03.1 A guidance counselor;

5.03.2 A library media specialist;

5.03.3 A special education teacher; or

5.03.4 The following teachers who instruct public school students:

5.03.4.1 Distance learning teachers;

5.03.4.2 Virtual charter school teachers;

5.03.4.3 Teachers at the Arkansas School for the Blind;

5.03.4.4 Teachers at the Arkansas School for the Deaf;

5.03.4.5 Teachers at the Arkansas Correctional School;

5.03.4.6 Instructional facilitators and instructional coaches; and

5.03.4.7 Teachers employed by education service cooperatives who instruct public school students.

5.04 In a tested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator shall be external assessment measures chosen by the teacher and evaluator, or by the evaluator if the teacher and evaluator are unable to agree. The other one-half (1/2) of the artifacts in a tested content area shall consist of evidence related to each teacher evaluation category and their respective components and may include the artifacts set forth in Section 5.04.2 of these rules.

5.04.1 Except as provided in Section 5.04.2 of these rules for a nontested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, shall be external assessments.

5.04.2 If an external assessment measure does not exist for the nontested content area, the following types of artifacts may be used to satisfy the external assessment measure requirement under Section 5.04.1 of these rules.

5.04.2.1 Knowledge measures, including without limitation, pre-tests, post-tests, or other written tests;

- 5.04.2.2 Performance measures used to evaluate student improvement in a particular subject matter during a semester or school year;
  - 5.04.2.3 Attitude/behavior measures used to evaluate student improvement during a semester or school year as reflected in parental and/or student surveys;
  - 5.04.2.4 Student performance in group projects or project-based learning activities; and
  - 5.04.2.5 Schoolwide measures, including without limitation:
    - 5.04.2.5.1 Attendance rate;
    - 5.04.2.5.2 Graduation rate; and
    - 5.04.2.5.3 Literacy scores.
- 5.05 A summative evaluation process shall include:
- 5.05.1 A pre-observation conference and post-observation conference;
  - 5.05.2 A formal classroom observation and informal classroom observation;
  - 5.05.3 Presentations of artifacts chosen by the teacher, the evaluator, or both;
  - 5.05.4 An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;
  - 5.05.5 A written evaluation determination for each teacher evaluation category and a written summative evaluation determination.
  - 5.05.6 Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and
  - 5.05.7 Feedback from the teacher concerning the evaluation process and evaluator.
- 5.06 Student growth measures will be included in the summative evaluation process as set forth in Section 14.00 of these Rules.

Source: Ark. Code Ann. § 6-17-2805

## 6.0 TEACHER SUPPORT COMPONENTS

- 6.01 Except as provided in Section 6.03 of these rules, a teacher being evaluated and the evaluator, working together, shall develop a professional learning plan for the teacher that:
- 6.01.1 Identifies professional learning outcomes to advance the teacher's professional skills; and
  - 6.01.2 Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.
- 6.02 The professional learning plan shall require that at least one-half (1/2) of the professional development hours required by law or rule for a teacher are directly related to one (1) or more of:
- 6.02.1 The teacher's content area;
  - 6.02.2 Instructional strategies applicable to the teacher's content area; or
  - 6.02.3 The teacher's identified needs.
- 6.03 If a teacher and evaluator cannot agree on a professional learning plan, the evaluator's decision shall be final.
- 6.04 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional learning plan.
- 6.05 Until the teacher is removed from intensive support status, all professional development identified in the professional learning plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.
- 6.06 Interim teacher appraisals shall be used to support teachers on an ongoing basis throughout the school year and:
- 6.06.1 Provide a teacher with immediate feedback about the teacher's teaching practices;
  - 6.06.2 Engage the teacher in a collaborative, supportive learning process; and

- 6.06.3 Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments.
- 6.07 The interim teacher appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:
  - 6.07.1 A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;
  - 6.07.2 An instructional facilitator;
  - 6.07.3 A curriculum specialist; or
  - 6.07.4 An academic coach for the teacher's content area.
  - 6.07.5 As noted in Section 4.05 of these Rules, while other school personnel may guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers.
- 6.08 The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:
  - 6.08.1 Provides training, support, and follow-up to novice teachers to increase teacher retention;
  - 6.08.2 Establishes norms of professionalism; and
  - 6.08.3 Leads to improved student achievement by increasing effective teacher performance.
  - 6.08.4 Novice teachers shall undergo mentoring and induction as otherwise set forth by Arkansas law or rules of the State Board of Education.

Source: Ark. Code Ann. § 6-17-2806

## **7.0 INTENSIVE SUPPORT STATUS**

- 7.01 An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation category of the evaluation framework.



- 7.02 An evaluator may place a teacher in intensive support status if the teacher has a rating of “Unsatisfactory” or “Basic” in a majority of descriptors in a teacher evaluation category.
- 7.03 If a teacher is placed in intensive support status, the evaluator shall:
- 7.03.1 Establish the time period for the intensive support status; and
  - 7.03.2 Provide a written notice to the teacher that the teacher is placed in intensive support status. The notice shall state that if the teacher’s contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher’s accomplishment of the goals established and completion of the tasks assigned in the intensive support status.
- 7.04 The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.
- 7.05 Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.
- 7.06 The evaluator shall work with the teacher to:
- 7.06.1 Develop a clear set of goals and tasks that correlate to:
    - 7.06.1.1 The professional learning plan; and
    - 7.06.1.2 Evidence-based research concerning the evaluation category that forms the basis for the intensive support status; and
  - 7.06.2 Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.
- 7.07 If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status. The teacher shall be offered the support necessary to use formative assessments under these rules during the intensive support status.
- 7.08 At the end of the specified period of time for intensive support status, the evaluator shall:

- 7.08.1 Evaluate whether the teacher has met the goals developed and completed the tasks assigned for the intensive support status; and
- 7.08.2 Provide written notice to the teacher that the teacher either:
  - 7.08.2.1 Is removed from intensive support status; or
  - 7.08.2.2 Has failed to meet the goals and complete the tasks of the intensive support status.
- 7.09 If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.
- 7.10 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.
  - 7.10.1 A recommendation for termination or nonrenewal of a teacher's contract under these rules shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.
  - 7.10.2 When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under Section 7.10 of these rules, the public school:
    - 7.10.2.1 Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., but is exempt from the provisions of Ark. Code Ann. § 6-17-1504(b); and
    - 7.10.2.2 If the public school has substantially complied with the requirements of Section 7.10 of these rules, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq. The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

- 7.11 These rules do not preclude a public school superintendent from:
- 7.11.1 Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; or
  - 7.11.2 Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. Ark. Code Ann. § 6-17-1501 et seq.

Source: Ark. Code Ann. § 6-17-2807

## **8.0 GENERAL REQUIREMENTS AND IMPLEMENTATION**

- 8.01 Each teacher employed by the board of directors of a school district shall be evaluated in writing under the Teacher Excellence and Support System.
- 8.02 At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school administrator shall:
- 8.02.1 Bring in writing the problems or difficulties to the attention of the teacher involved; and
  - 8.02.2 Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.
- 8.03 Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:
- 8.03.1 Novice teacher;
  - 8.03.2 Probationary teacher; or
  - 8.03.3 Teacher who successfully completed intensive support status within the current or immediately preceding school year.
- 8.04 At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under Section 8.03 of these rules. Nothing in this rule shall be construed to prevent a public school

from conducting a summative evaluation of a teacher more often than one (1) time every three (3) school years.

8.05 In a school year in which a summative evaluation is not required for a teacher under Section 8.04 of these rules, the teacher:

8.05.1 Shall focus on elements of the teacher's professional learning plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

8.05.2 With the evaluator's approval may:

8.05.2.1 Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level;  
or

8.05.2.2 Conduct self-directed research related to the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806 and Section 6.0 of these rules.

8.06 During the two (2) years in which a summative evaluation is not required, a public school may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the evaluation framework and evaluation rubrics that are relevant to the evaluation.

8.07 A teacher shall:

8.07.1 Participate in the Teacher Excellence and Support System, including without limitation in:

8.07.1.1 Classroom observations; and

8.07.1.2 Pre-observation and post-observation conferences; and

8.07.2 Collaborate in good faith with the evaluator to develop the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806(a) and Section 6.0 of these rules. If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final.

8.07.3 A failure to comply with Section 8.07 of these rules may be reflected in the teacher's evaluation.

8.08 A public school that in the 2012-2013 and 2013-2014 school years uses a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System may continue to use that system and is deemed to have met the requirements of Section 8.0 of

these rules. In order for a public school to continue to use an alternate, nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System beyond the 2013-2014 school year, the public school shall submit the following in writing to the Arkansas Department of Education, Assistant Commissioner for Human Resources and Licensure, by December 31, 2012:

- 8.08.1 The name of the alternate, nationally recognized system of teacher evaluation and support; and
- 8.08.2 A brief description of the alternate, nationally recognized system of teacher evaluation and support, including an explanation of how it is substantially similar to the Teacher Excellence and Support System.
- 8.08.3 The Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure shall, by March 31, 2013, approve or deny the continued use of the alternate, nationally recognized system of teacher evaluation and support beyond the 2013-2014 school year.

Source: Ark. Code Ann. § 6-17-1504 and § 6-17-2808

## **9.0 ADMINISTRATOR EVALUATIONS**

The Department of Education shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators that weight an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2809

## **10.0 INCORPORATION INTO SCHOOL DISTRICT CONTRACTS AND POLICIES**

- 10.01 Pursuant to Ark. Code Ann. § 6-13-1305, the policy adopted by local school district boards of directors to implement site-based decision making shall address teacher evaluations, professional learning plans, and teacher support under the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 et seq.
- 10.02 Every teacher contract renewed or entered into after July 27, 2011 is subject to and shall reference Title 6, Chapter 17, Subchapter 28 of the Arkansas Code.

Source: Ark. Code Ann. § 6-13-1305 and § 6-17-2808

## **11.0 PROFESSIONAL DEVELOPMENT, LICENSING AND FUNDING**

- 11.01 Pursuant to Ark. Code Ann. § 6-15-1004, to renew a teaching license, a teacher shall participate in continuing education and professional development:

- 11.01.1 Based on the teacher's evaluation and professional learning plan under the Teacher Excellence and Support System;
  - 11.01.2 As required under Ark. Code Ann. § 6-17-704 and other law; and
  - 11.01.3 As required by the State Board of Education.
- 11.02 Licensed personnel may earn the twelve (12) hours of professional development credit required under Ark. Code Ann. § 6-17-405 through online professional development credit approved by the Department of Education and related to the:
- 11.02.1 School district's Arkansas Comprehensive School Improvement Plan; or
  - 11.02.2 Teacher's professional learning plan under the Teacher Excellence and Support System.
- 11.03 A teacher shall complete any missed hours of professional development through professional development that is:
- 11.03.1 Substantially similar to the professional development missed and approved by the person responsible for the teacher's summative evaluation under the Teacher Excellence and Support System; and
  - 11.03.2 Delivered by any method, online or otherwise, approved by the Department of Education under the State Board of Education rules.
- 11.04 Funding for professional development for teachers in Arkansas public schools required under the Teacher Excellence and Support System, other law or rule, or by the school district shall be used for professional development activities and materials that:
- 11.04.1 Improve the knowledge, skills, and effectiveness of teachers;
  - 11.04.2 Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills;
  - 11.04.3 Lead to improved student academic achievement; and
  - 11.04.4 Provide training for school bus drivers as outlined in rules promulgated by the State Board of Education.

Source: Ark. Code Ann. § 6-15-1004; § 6-17-704; § 6-17-705; and § 6-20-2305

## 12.0 SCHOOL PERFORMANCE REPORT

Beginning with the 2017-2018 school year, for the school year covered by a school performance report pursuant to Ark. Code Ann. § 6-15-1402, the school performance report shall include:

- 12.01 The total number of teachers who are employed in the public school; and
- 12.02 Of that total, the number who meet each of the following criteria:
  - 12.02.1 Highly qualified teacher;
  - 12.02.2 Identified as proficient or above under the Teacher Excellence and Support System for the school; and
  - 12.02.3 Certified by the National Board for Professional Teaching Standards.

Source: Ark. Code Ann. § 6-15-1402

## 13.0 EFFECTIVE DATE

Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under these rules established by the State Board of Education.

Source: Ark. Code Ann. § 6-17-2808

## 14.0 APPLICABLE STUDENT GROWTH MODELS MEASURES

14.01 The following student growth measures will be incorporated into the summative evaluation process prior to the implementation of the PARCC assessment system:

- 14.01.1 In grades and subjects where growth model data are available, and of sufficient number of students to support reliable inferences, ACTAAP assessments will be used as external assessments in the determination of teacher's ratings.
- 14.01.2 No teacher will be designated as Distinguished unless that teacher's summary growth statistics meet or exceed a threshold of growth among all teachers in the state.
- 14.01.3 If a teacher's summary growth statistics do not meet the applicable threshold of growth for the two consecutive years immediately preceding the teacher's evaluation, the teacher's summative evaluation determination set forth in Section 5.02.2 of these rules shall be lowered by one performance level.

14.01.4 Prior to the start of the 2012-2013 school year, the Department of Education shall establish the applicable growth threshold and will disseminate that threshold to all public school districts and open-enrollment charter schools.

14.012 In order to allow for further review of the proposed Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, the Arkansas Department of Education shall establish applicable growth models following the full implementation of the PARCC assessment system. Beginning with the 2015-2016 school year, the PARCC assessment will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.

14.023 The applicable growth models established by the Arkansas Department of Education shall be used for all growth determinations necessary for compliance with these rules and the Teacher Excellence and Support System.